

**IMPROVING THE USE OF L2 AMONG L2 LEARNERS IN THE
ENGLISH CLASSROOM BY USING COMMUNICATIVE TASKS FOR
THE EIGHTH GRADE STUDENTS AT SMPN 4 WONOSARI**

A Thesis

**Presented as Partial Fulfillment of the Requirements for the Attainment of
the *Sarjana Pendidikan* Degree in English Language Education**



Wiranti Yulianingrum

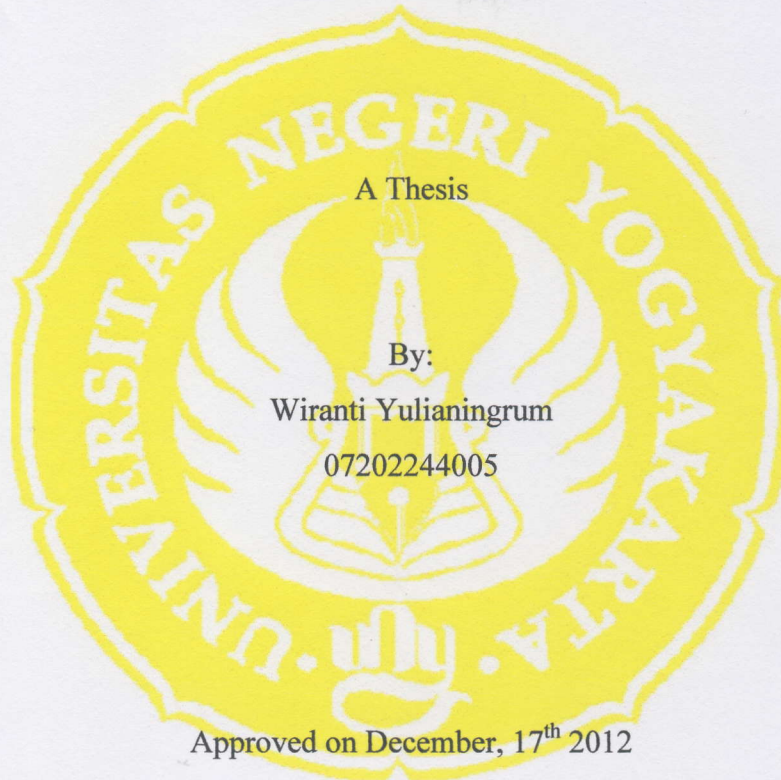
07202244005

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY**

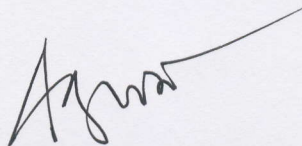
2013

APPROVAL SHEET

**IMPROVING THE USE OF L2 AMONG L2 LEARNERS IN THE
ENGLISH CLASSROOM BY USING COMMUNICATIVE TASKS FOR
THE EIGHTH GRADE STUDENTS AT SMPN 4 WONOSARI**

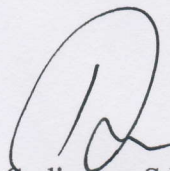


First Consultant



Dr. Agus Widyanoro, M.Pd
NIP. 19600308 198502 1 001

Second Consultant



Sudiyono, S.Pd., M.A.
NIP. 19720220 200501 1 001

RATIFICATION

IMPROVING THE USE OF L2 AMONG L2 LEARNERS IN THE ENGLISH CLASSROOM BY USING COMMUNICATIVE TASKS FOR THE EIGHTH GRADE STUDENTS AT SMPN 4 WONOSARI

By:

Wiranti Yulianingrum

(07202244005)

Accepted by the Board of Examiners of Languages and Arts Faculty,
State University of Yogyakarta on 8 January 2013 and Declared to Have
Fulfilled the Requirements for the attainment of the Degree of *Sarjana Pendidikan*
In English Language Education


Board of Examiners

Chairperson : Drs. Samsul Maarif, M.A.
Secretary : Sudiyono, S.Pd., M.A.
Examiner 1 : Drs. Margana, M.Hum., M.A.
Examiner 2 : Dr. Agus Widyanoro, M.Pd.



Yogyakarta, 8 January 2013

Faculty of Languages and Arts, Yogyakarta State University

Dean,

Prof. Dr. Zamzani, M.Pd.

NIP. 19550505 1988011 1 001

SURAT PERNYATAAN

Yang bertanda tangan dibawah ini, saya :

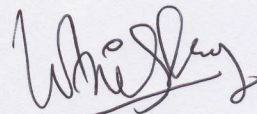
Nama : Wiranti Yulianingrum
NIM : 07202244005
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni
Judul Skripsi : *Improving the Use of L2 among L2 Learners in the English Classroom by Using Communicative Tasks for the Eighth Grade Students at SMPN 4 Wonosari*

Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain kecuali bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggungjawab saya.

Yogyakarta, 8 Januari 2013

Penulis



Wiranti Yulianingrum

MOTTOs

"The difference between school and life? In school, you're taught a lesson and then given a test. In life, you're given a test that teaches you a lesson."

Tom Bodett

"Sometimes the cards we are dealt are not always fair. However you must keep smiling & moving on."

Tom Jackson

"Only I can change my life. No one can do it for me."

Carol Burnett

"Yesterday is a history, tomorrow is a mystery. And today? Today is a gift. That's why we call it the present."

B. Olatunji

DEDICATIONS

This thesis is lovingly dedicated to:

My beloved mother and father (We love you so much. . .)

*who always give me endless love, support,
patience, advice, prayer and trust.*

My beloved brothers and sisters

who always give me advice and support.

ACKNOWLEDGEMENT

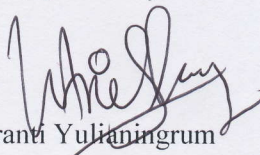
All praises be to Allah SWT the Almighty and the most Merciful, and peace be upon the beloved final prophet Muhammad SAW. *Alhamdulillah Rabbil'aalamiin* I thank Allah SWT who has given great blessing and strength to me. I realized that without them all I would not have finished my thesis. Only because of His will, finally I could accomplish this thesis with hard work and prayers. I also believe that the completion of this thesis would not have been possible unless support of many people. Sincerely I really appreciate and address my gratitude to the following parties:

1. the first consultant, Dr. Agus Widyantoro, M.Pd, who always guides, gives advice, and supports in completing this thesis,
2. the second consultant, Sudiyono, S.Pd., M.A., who always guides and gives advice and support in finishing my thesis,
3. academic consultant, Siti Mahripah, M.App, Ling, who always encourages me not to give up in facing problems and to be more patient in doing this thesis,
4. the headmaster of SMPN 4 Wonosari, R. Danang Soetandyo, S.Pd., for giving his access to conduct the research in the school,
5. the English teacher of class VIIIB at SMPN 4 Wonosari, Retno Kurniasih S.Pd., who had given permission and help in conducting this research,
6. all of the students of class VIIIB at SMPN 4 Wonosari in the academic year 2012/2013, for their cooperation and their willingness to help this research to be the researcher's correspondent,
7. my mother and father for their big love, understanding, support, trust, prayer, and patience,
8. my brothers and my sisters for their supports in facing all the problems and believing me that everything will be fine,
9. PBI G Class, Dee, Yayas, Ajeng, Niken, Nita, Ratri, Lisa, Prisil, Enggar, Rio, Adien and Karman, thanks for the friendship and support, and

9. PBI G Class, Dee, Yayas, Ajeng, Niken, Nita, Ratri, Lisa, Prisil, Enggar, Rio, Adien and Karman, thanks for the friendship and support, and
10. te others who cannot be mentioned one by one who have given her/his spirit to accomplish this thesis.

Finally, I hope that this thesis is useful for the readers although I know this is far for being perfect. Therefore, I greatly appreciate any criticisms, ideas, and suggestions for the improvement of this thesis.

Yogyakarta, 8 January 2013



Wiranti Yulianingrum

TABLE OF CONTENTS

	Page
TITLE	i
APPROVAL SHEET	ii
RATIFICATION	iii
PERNYATAAN	iv
MOTTOS	v
DEDICATIONS	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENTS	ix
LIST OF VIGNETTES	xii
LIST OF TABLES	xiii
LIST OF FIGURE	xiv
ABSTRACT	xv

CHAPTER I INTRODUCTION

A. Background of the Problem.....	1
B. Identification of the Problem.....	3
C. Delimitation of the Problem.....	5
D. Formulation of the Problem.....	6
E. Objective of the Study.....	6
F. Significance of the Study.....	6

CHAPTER II LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review.....	7
1. The Nature of Speaking and Oral Communication.....	7
2. Communicative Methodology.....	9
3. Teaching Speaking Through Communicative Task.....	12
4. The Characteristics of Teenagers.....	13

5. Communicative Task.....	14
a. Definitions of Task.....	14
b. Components of Task.....	15
c. Communicative Task.....	19
d. Activities of Communicative Tasks.....	20
6. School Based Curriculum of Junior High Schools.....	24
B. Conceptual Framework.....	28

CHAPTER III RESEARCH METHOD

A. Research Design.....	28
B. Research Setting.....	29
C. Research Subjects.....	29
D. Data Collection Techniques and Data Analysis.....	30
E. Validity and Reliability of the Research.....	31
F. Procedures of the Research.....	34

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

A. Research Procedures and Findings.....	37
B. The Report of Actions and Discussion	47
1. The Implementation of the Actions in Cycle I.....	51
a. Planning.....	51
b. Actions and Observation	51
c. Reflections of Cycle I.....	64
2. The Implementation of the Actions in Cycle II	71
a. Planning.....	71
b. Actions and Observation.....	73
c. Reflections of Cycle II.....	82
C. Research Findings.....	90
D. Discussion.....	94

CHAPTER V CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions.....	96
B. Implications.....	97
C. Suggestions.....	98

REFERENCES.....	100
------------------------	------------

APPENDICES

A. Appendix A (Field Notes).....	103
B. Appendix B (Interview Transcripts).....	116
C. Appendix C (Interview Guideline).....	136
D. Appendix D (Attendance List).....	139
E. Appendix E (Lesson Plan and Course Grid).....	140
F. Appendix F (Photographs).....	152
G. Appendix G (Letters).....	155

LIST OF VIGNETTES

	Page
Vignette I.....	38
Vignette II	64
Vignette III.....	82

LIST OF TABLES

	Page
Table 1: Field problems.....	41
Table 2: The Main Causes of the Field Problems.....	43
Table 3: The Components of Communicative English Speaking Tasks	47
Table 4: The results after implementing communicative tasks	92

LIST OF FIGURE

	Page
Figure I : Component of a task.....	16
Figure II : Scheme of action research by Kemmis and McTaggart.....	28

**IMPROVING THE USE OF L2 AMONG L2 LEARNERS IN THE
ENGLISH CLASSROOM BY USING COMMUNICATIVE TASKS FOR
THE EIGHTH GRADE STUDENTS AT SMPN 4 WONOSARI**

By:

**Wiranti Yulianingrum
07202244005**

ABSTRACT

The research was aimed to improve the eighth grade students' use of English (L2) and the students' speaking practice by using communicative tasks in English classroom at SMPN 4 Wonosari.

The researcher worked collaboratively with the English teacher, the students, and the collaborator. The subjects of the research were 31 students in VIIIB class in the academic year of 2012/2013. The data of this study were qualitative in nature. The data were obtained by observing the teaching and learning process of speaking during the implementation and interviewing the students, the English teacher, and the collaborator. The data were in the form of field notes, interview transcripts, and photographs.

The results of the two cycles show that the use of communicative tasks is effective to improve the students' use of English (L2) and the students' speaking practice during the lesson. It is supported by the qualitative data which show that the students became active to practice their English during teaching and learning process of speaking. By doing the various activities in the communicative tasks, they practice to use English actively during the teaching and learning process of speaking. The interaction between the students and the teacher and among the students also increases by having class discussion and group work activities. Moreover, the students do not feel shy and reluctant anymore to practice English during the lesson. Based on the results above, it can be concluded that the use of communicative tasks can improve the students' use of English (L2) and the students' speaking practice during the English lesson.

CHAPTER I

INTRODUCTION

A. Background of the Study

The English teaching and learning process in junior high school level in Indonesia has three purposes (*Departemen Pendidikan Nasional*, 2006). First, the English teaching is aimed to develop students' communicative competence in speaking and writing in order to achieve a functional level. By this competence, students are expected to be able to communicate using English (L2) with other people. Also, in this level, students are prepared to be able to use English in daily life, for example: reading newspaper, instructions, and directions. Second, it is aimed to build students' awareness of the importance of English in global community. To achieve this goal, students are expected to master English as an international language so that they can compete with other people from other countries. Third, it is aimed to improve students' understanding of the relationship between language and culture. It means that students are expected not only to learn the language but also to learn the culture of the English. From the purposes that had been explained before, it can be concluded that the primary goal of English teaching in junior high school level is to enable students to communicate using English (L2) in daily life in both spoken and written language. Thus, to achieve the communicative competence, English teaching has to cover four main skills; listening, speaking, reading, and writing.

From those four skills, speaking is the skill that requires a lot of practice. Students must be encouraged to communicate with others using English (L2) during the English lesson. In reality, however, students have less opportunity to practice speaking in English, both inside and outside the classroom. Furthermore, class activities in most English classrooms do not stimulate students to speak actively. This is because teachers focus more on the theories (e.g. grammar and explain texts) than instructing students to practice the language.

Another problem is students' reluctance to be active in the class. There is a kind of mental barrier that prevents students from expressing themselves. Although this happens in most classes, it is more obvious in the language classes. Most students are shy and reluctant to speak English (L2). When they are asked to practice or perform an activity in front of the class, most of them refuse to do it. They seem afraid of making mistakes. To make things worse, both the teacher and students use the mother tongue or Indonesian (L1) more than English (L2) during the lesson. This is counter-productive since students do not have an opportunity to practice English they have learnt.

In addition, English classes tend to be uninteresting and less interactive. Class atmosphere is very important in the learning process. Uninteresting classroom activities will make students bored and discourage them to be active in the class. The problems might be because of the teaching method, the materials, the media or the combination of them. In order to generate students' active participation in the class, teachers must be both communicative and creative. Teachers have to encourage all students to participate actively during the lesson, so that not only some students are

actively involved in class activities. Besides, the materials and learning media should be both educative and attractive.

The art of teaching English relies on the communicative method which emphasizes the use of English as a means of communication in English language teaching. By using the communicative method, students are given big opportunities to practice English (L2) rather than only study grammar rules. The learning process should be oriented on the students' needs. Some efforts should be done in order to meet those needs. One of the efforts for teaching English language, especially speaking, is by creating communicative tasks. Communicative tasks are given to help students in improving their active participation and speaking practice during the English lesson. The improvement of the learning process through communicative tasks has effects on the success of the learning speaking process. In this study, the researcher tries to use communicative tasks to improve the use of English (L2) among learners in English classroom.

B. Identification of the Problem

All of the problems which were explained earlier were also seen at SMPN 4 Wonosari. To identify the problems that occurred at SMPN 4 Wonosari, the researcher has done the following activities: interviewing the English teacher and observing the English teaching-learning process in class VIIIB. Based on the observation and interview, the researcher found some problems in class VIIIB. The identification of the problems presented as follows.

The first problem came from the students. During the English lesson, the researcher found that the students seemed uninterested in attending the lesson.

Most of the students made a lot of noises during the lesson, even when the teacher was in the classroom. There were only some students who were actively involved in the teaching-learning process. There was also a lack of students' participation in the class. Moreover, during the lesson, they used Indonesian (L1) instead of English (L2). Besides, the students also had low mastery in English vocabulary so that they did not know the meaning of most English words.

The second problem came from the teacher. Based on the observation, the teacher seldom used interactive teaching techniques such as games or group work. The teacher mostly used individual work that made the students bored of the lesson. Besides, the classroom activities such as answering-questioning and feedback were rarely found during the lesson. Thus, the English teaching and learning process in class VIIIB tended to be teacher-centered. The teacher also gave more proportion on writing and reading skills than speaking skill. Therefore, the students became less interactive and communicative.

The next problem was about teaching materials. The teaching materials used were mostly taken from LKS. There were many activities in the book but only few were oral activities. Most of the exercises given to the students did not stimulate them to use English (L2) actively during the lesson. The students were only doing the exercises in the LKS in every meeting. Sometimes, those exercises were also done as homework and had to be submitted to the teacher. Therefore, those materials did not challenge the students to be more active and communicative in the lesson.

The last problem was about activities and media used in the classroom. The teacher rarely used activities that can support the students to use the language actively in the lesson. The activities implemented in the classroom were not interactive and communicative. Individual practices were mostly used in the classroom. Moreover, the media such as pictures were rarely used in class activities. Thus, both activities and media used in the classroom were not communicative and interactive.

C. Delimitation of the Problem

In order to achieve a good language learning process, the activities, as described above, are very important. Therefore, the researcher only focused the study on improving the use of English (L2) among second language (L2) learners by using communicative tasks in English teaching and learning process. Thus, the researcher and the English teacher decided to overcome the field problems based on the seriousness level, urgency level and feasibility to solve.

The students of junior high school are targeted to master the four language skills, namely listening, speaking, reading, and writing. The students in junior high school level are also expected to communicate in English well. Considering these situations, the researcher assumes that the activities are not interactive and communicative. The reason for limiting the problems is concerning to the target language and the purposes of the English language learning and teaching. Therefore, the researcher tried to use communicative tasks for the eighth grade students at

SMPN 4 Wonosari to improve their use of English (L2) among learners in the English classroom.

D. Formulation of the Problem

Based on the identification and limitation of the problem above, the problem is presented as follows: How can the use of English (L2) among second language (L2) learners for the eighth grade students at SMPN 4 Wonosari be improved through communicative tasks?

E. Objective of the Study

Related to the problem formulation, the objective of this study is to describe the efforts to improve the use of English (L2) among second language (L2) learners for the eighth grade students at SMPN 4 Wonosari.

F. Significance of the Study

This study is expected to give valuable contribution to the following parties:

1. English teachers of junior high schools can take the benefit from this research in the sense that they should be more aware of the fact that the activities which are done during teaching learning process have a big influence in achieving the a good language learning process.
2. To the other researchers, the study can be a useful source of information for further research on the same area.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

1. The Nature of Speaking and Oral Communication

Communication is a dynamic interactive process that involves the effective transmission of information, ideas, thoughts, and feelings. Communication is not passive and it does not just happen because both the speaker and the listener are actively and consciously engaged in a conversation in order to develop and exchange information, meaning, and understanding. Communication is dynamic because it involves a variety of activities that must be communicated over time. Communication is an interactive process because there are two communication agents involved in its process; they are the sender and the receiver. They give influences on each other through responses. Communication is also defined as a continued process of expression, interpretation, and negotiation (Savignon, 1983:8). Therefore, communication involves at least two people to exchange information, ideas, thoughts, or feelings through expression, interpretation, and negotiation.

Meanwhile, Cameron (2001:40) states that speaking is the active use of language to express meanings so that other people can understand them. It means that speaking is a productive skill that involves an active interaction between the speaker and the listener to deliver meanings or information. Furthermore, Nunan (1989:26) says that spoken language consists of short fragmentary utterances in range of pronunciation. It implies that a second language (L2) learner needs to

develop the ability to articulate phonological features of language, mastery of stress, rhythm, intonation patterns and acceptable degree of fluency. Unlike written language, spoken language is usually unplanned and spontaneous. It also often reflects the process of constructions, such as request and hesitation. Thus, it is important to be noticed that everything the speaker wants to say should be conveyed in an effective way, because speaking is not only producing sounds but also achieving goals that involve transferring messages and information.

According to Nunan (1989:32), the successful oral communication involves:

- (a) The ability to articulate phonological features of the language comprehensibly
- (b) Mastery of stress, rhythm, intonation patterns
- (c) An acceptable degree of fluency
- (d) Transactional and interpersonal skills
- (e) Skills in taking short and long speaking turns
- (f) Skills in the management of interaction
- (g) Skills in negotiating meaning
- (h) Conversational listening skill (successful conversations require good listeners (as well as good speakers))
- (i) Skills in knowing about and negotiating purposes for conversations
- (j) Using appropriate conversational formulae and fillers

From the factors above, it is suggested that to teach the speaking skill, teachers should start with the smallest units of language (e.g. individual sounds) and then move to the larger units (e.g. mastery of words and sentences to put in a discourse with specific situation) (Nunan, 1989:32). Besides, from some factors above it must be noticed that in speaking, people are not only producing sounds but also achieving some goals that require the speaker and the listener are actively engaged in a good conversation to exchange and negotiate purposes for the conversation.

In summary, it can be concluded that communication is an interaction between two or more people in order to exchange information, ideas, feelings, and understanding by resulting responses. Communication also is an interaction between the speaker and the listener that involves the process of interpreting and negotiating meanings. Thus, communication is an exchange of meaning and responses through spoken language. By using spoken language people are able to talk and interact consciously, actively, and accurately with others in a life situation or in a real conversation.

2. Communicative Methodology

The communicative methodology is the teaching procedures that involve the goals of a language teaching, how learners learn and use a language, the roles of both teachers and learners, and the kinds of activities for the best language learning. Larsen-Freeman (2000:121) states that Communicative Language Teaching (CLT) is “an approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication”. The statement is supported by Harmer (2001: 84), who argues that Communicative Language Teaching (CLT) stressed the significance on language functions rather than on grammar and vocabulary.

In addition, Harmer (2001: 85) states that activities in Communicative Language Teaching (CLT) involve learners in real or realistic communication, where the accuracy of language that is used is less important than the success of communicative tasks that they are performing. In communication, they should have a purpose, for examples, to greet customers and to thank the customers. They should

focus on the content of what they are saying rather than on a particular language form. In other words, the activities attempt to imitate real communication.

It can be concluded that Communicative Language Teaching (CLT) is one of methods that put communicative competence as the purpose of the language teaching. The method will be appropriate for teenagers because it emphasizes the ability to communicate in English based on real or realistic communication.

Morrow in Johnson and Morrow (1981: 60-65) proposes five principles of Communicative Language Teaching (CLT). Each principle is briefly described below:

1. Know what you are doing

In a teaching-learning process, students should know clearly what they are learning and they should know that what they have learnt can be useful for communication. So, in the end of the teaching-learning process, students will be able to do something that is useful for communication. This principle is important because without knowing what students have learnt, they will be unmotivated. On the contrary, when students know what they are learning, it can improve their motivation in learning more knowledge.

2. The whole is more than the sum of the parts

This principle means that language learning does not only learn the forms. There are also some factors that should be considered as parts of language learning (e.g. function and meaning). So, in communication, the learners need the ability to work in the context of the whole part, the deal with strings of sentences and ideas in

a real time. The crucial feature of a communicative method operates with stretches of language above the sentence level and with real language in a real situation.

3. The processes are as important as the forms

The success of language learning depends on its process. It also deals with the goal to develop the learners' ability to communicate in a foreign language. The practice of the forms of the target language can take place within a communicative framework.

4. To learn it, do it

Learning a language means learning how to communicate by using the language actively. It means that students must be involved in classroom activities in order to practice the target language in a real communication. Harmer (2001) states that children should 'learn by doing' in language learning. To make children 'do communicatively', a teacher needs to provide interesting and interactive activities. Therefore, students will enjoy the activities and they can practice the language actively and communicatively during a language learning process. Also, they will enjoy the activities more.

5. Mistakes are not always a mistake

Some students are afraid of making mistakes. To avoid it, they tend to be silent during the language learning process. In the language teaching and learning process, mistakes are considered as students' efforts to produce the language. It is important for teachers to create activities where students are free to express their idea without being afraid of making mistakes.

Thus, to apply those principles in the classroom, interactive classroom techniques and communicative activities are needed. Classroom techniques reflect on how teachers stimulate students to be involved in a real communication of the language learning focus and provide students opportunities to develop both accuracy and fluency. Teachers also should be tolerant to students' mistakes as they indicate that students are building up their communicative competence. Meanwhile, activities in the classroom will be focused on how students negotiate meaning and interact meaningfully.

3. Teaching Speaking through Communicative Tasks

Communication using a language is carried out through two basic human activities: speaking and listening (Clark and Clark, 1977:223). Listening and speaking skills cannot be separated in a language learning process. Clark and Clark also state that speakers talk in order to have some effects on their listeners.

Harmer (2001:85) states that activities in communicative approach involve students in the real communication while the grammar is less important than the communicative activities. However, it does not mean that the grammar is not important in the teaching learning process. The main point of communicative approach is that students are able to communicate actively in the real communication. Meanwhile, Bailey and Savage in Celce-Murcia (2001:163) say that speaking in a second or foreign language has often been viewed as the most demanding of the four skills.

In conclusion, in teaching speaking, teachers need to find various tasks that enable students to be involved in the classroom activities actively. The tasks should also be both communicative and educative so that students are able to learn and use the language as if they are in a real communication.

4. The Characteristics of Teenagers

Brown (2001:91) states that teenagers are high school-age children whose ages range between twelve and eighteen or so. Teenagers are amazing age groups. They are really enthusiastic to learn something new and challenging. They learn best through interaction and activity rather than only by listening. They have full of energy so that they need some physical activities and movement not only keep sitting down during the lesson. Responding to these characteristics, teachers can vary instructional methods to allow teenagers more physical activities and movement.

Teenagers also tend to be sociable. For this reason, teachers need to provide the group activities or some topics for them to be discussed with friends to share their own ideas and opinions. In general, this age is characterized by a transition from concrete thinking to abstract thinking. Teenagers are developing the ability to analyze their own and others' thinking. They are making the transition from thinking logically about real life experiences to reflect about their concepts and ideas. In this case, a good teacher should support this teenagers' characteristic by asking them to make choices and follow their own interest. Brown (2001:92) also states that teenagers are ultra sensitive because they are at "an age of transition, confusion, self-consciousness, growing, changing bodies and minds". In this stage, teenagers can

think abstractly and pay attention longer than children as a result of their intellectual maturation. They are building their self-esteem so that “they can perceive their changing physical and emotional within their mental capabilities”. Thus, the teacher has to act gently in interacting with them in order to maintain their high self-esteem.

In general, teenagers have different characteristics from other age groups, mainly, enthusiasm in learning new and challenging things. They learn more through physical activities and are developing reasons. They are also more interested in interacting with others during learning activities.

To respond to these characteristics and needs of teenagers, teachers should support them by giving an activity that includes sensory motor and physical experiences, social interaction, and movement. Giving kinds of communicative activities in the English classroom will increase teenagers’ attention span, heighten memory of knowledge given, and support their social interaction with people surrounding them.

5. Communicative Tasks

a. Definitions of Tasks

Long in Nunan (1989:5) states that “a task is a piece of work undertaken for oneself or for others, freely or for some reward”. A task according to Hornby (2002:1383) is “a piece of work that somebody has to do”. However, these are non-linguistic definitions of a task. Richards, Platt, and Weber in Nunan (1989:6) state that “a task is an activity or action which is carried out as the result of processing or understanding language (as a response) for example drawing a map while listening to

a tape, listening to an instruction, and performing a command”. The value of tasks is that they provide a purpose for the activity which goes beyond the practice of language for its own sake.

Meanwhile, Breen in Nunan (1989:6) states that “a task is any structured language learning effort which has a particular purpose, an appropriate content, a specified working procedure, and a range of the outcomes for those who undertake the task”. Therefore, a task is assumed to refer to a range of work plans which have important purposes in facilitating language learning; from the simple and brief exercise type, to more complex activities such as group problem-solving or simulations and decision making. Those definitions suggest that a task for language learning has a particular purpose which involves a meaning focused activity, has clear instructions, and engages the learners in using the target language actively. Based on the statements, it is concluded that a task is an activity or action done by a teacher and students in the classroom in order to process or understand the target language. The task can involve production of target language and can be regarded as completion of the tasks.

b. Components of a Communicative Task

Communicative tasks are basically meaning-focused tasks that involve learners to comprehend, produce, and interact in the target language. The tasks are classified based on their goals, input, activities, teacher role, learner role, and settings (Nunan, 1989:11). The relationship between the components of a task is shown in the figure below:

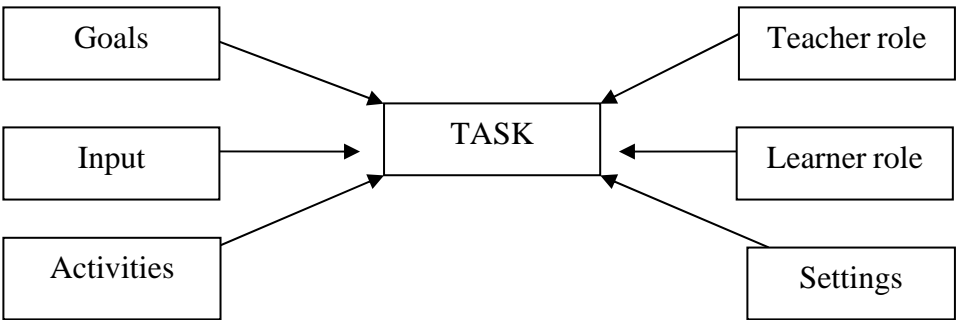


Figure 1: A framework for analyzing communicative tasks

The descriptions of those tasks’ components are presented as follows:

1. Goals

Goals relate to a range of general outcomes (communicative, affective, and cognitive) or directly describe teacher’s or learner’s behavior. It is also the component that has to be decided as the guidance in the overall process of task performance and provide a point of contact between the task and the broader curriculum (Nunan, 1989:4). Goals are not always being explicitly stated, although they can usually be inferred from the task itself.

Furthermore, there is a simple relationship between goals and tasks. Goals are very important before learners do the learning activities. Doing tasks without having goals of the activities are really worthless. Nunan (1989) states that the goals may relate not only to the language but also to the other aspects of a learning process.

2. Input

Input refers to the data used to form the starting point of communicative task and it can be taken from various sources such as picture stories, family trees, recipes, menus, and shopping lists. According to Nunan (1989), input refers to spoken, written, and visual data that learners work with in the course of completing a task. Since the sources are various, the teacher should be selective in deciding which input will be used to give the tasks for learners.

In short, input, which participants are supposed to comprehend and manipulate in the language learning process, should reflect learners' needs and interest. Also, through the input, learners are encouraged to use the target language well.

3. Activities

“Activities specify what learners will actually do with the input which forms the point of departure for the learning task” (Nunan, 1989:59). Pattinson in Nunan (1989) proposes seven activity types as questions and answers, dialogues and role-plays, matching activities, communication strategies, pictures and picture stories, puzzles and problems, and discussions and decisions. The activities can be used for teaching students by matching them with the characteristics of learners. Meanwhile, Prabhu, Clark, and Pattinson in Nunan (1989) also proposed three principal activity types; they are information gap activity, reasoning gap activity, and opinion gap activity. However, the activities should represent learners' real life outside classroom activities and it can be applied in the daily real communication.

4. Teacher and learner roles

“Role refers to the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationship between the participants” (Nunan, 1989:79). It means that learners have same important roles as the teacher. Thus, both teacher and learners should know what they have to do in achieving the goal of learning a language through a task. Meanwhile, Breen and Candlin in Nunan (1989:87) state that the teacher has four main roles in the communicative classroom. The roles are as a facilitator of the communication process, as a participant, as an observer and as a learner. In this case, learners are as the active participants in the classroom. They must be involved in tasks by giving their opinion and responses actively in the classroom activities.

5. Settings

“Settings refer to the classroom arrangements specified or implied in the task, and it also requires consideration of whether the task is to be carried out wholly or partly outside in the classroom” (Nunan, 1989:91). It means that a task can be carried out as an individual work, pair work, small group work, or whole class work. It depends on the settings that the teacher decides for the task. Some conditions in the classroom settings need to be improved for a language learning process to take place so that learners cannot avoid trying to use the target language.

In conclusion, it can be said that communicative tasks are kinds of activities that involve all of those components. The components are useful in giving learners some activities, not only to stimulate them in achieving the purposes of language

learning but also to give them the big opportunities in using the target language actively and communicatively in the real communication.

c. Communicative Task

Nunan (1989:10) defines communicative task as “a piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form”. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right. It can be said that a communicative task is a task that involves the target language in which the learner’s attention is focused on meaning rather than form. Meanwhile, Estaire and Zanon (1994:13) state that a communicative task is “a piece of classroom work, which as far as possible resembles activities which our students or other people carry out in everyday life, thus reproducing processes of everyday communication”. They also consider communicative tasks as communicative activities, real-world tasks or real-world connection.

Based on theories above, it can be concluded that communicative tasks have an important purpose, that is, to stimulate the real communication in the target language. The tasks also should help learners to arrange what they want to say and express what they think. It means that a good task provides the learners big opportunities to use the language for its purpose to communicate in the real daily life. It is also expected that by using communicative tasks the learners can learn

new words in the target language so that they can improve their vocabulary mastery.

Communicative tasks can help learners to develop the communicative and linguistic skills. Besides, both fluency and accuracy of a task are really important. Fluency refers to the way of how the learners deliver and communicate a meaning. Meanwhile, accuracy refers to the correctness of the language form. However, the focus of communicative tasks is more on the meaning and on communication than on correctness of the language form.

d. Activities of Communicative Tasks

Clark in Nunan (1989:67) proposes seven broad communicative activity types that enable students to interact through micro skills. Clark states that language programs should enable students to:

- (a) solve problems through social interaction with others,
- (b) establish and maintain relationships and discuss topics of interest through the exchange of information, ideas, opinions, attitudes, feelings, experiences and plans (divergent tasks),
- (c) search for specific information for some given purpose,
- (d) listen to or read information,
- (e) give information in spoken or written form on the basis of personal experience,
- (f) listen to, read or view a story, poem, feature etc,
- (g) create an imaginative text (for some learners only).

Those activity types above will be easily understood since there are some examples for every activity. Language programs suitable for the first type are activities that encourage students to participate in a conversation related to an

activity with others, obtain goods and services and necessary information through conversation, and make an arrangement and then move to get a decision with others.

For the second activity type, it can be seen in the divergent task done by students. For example when students are working with their unforgettable experiences in their life, then they have to share the experiences with friends. The third activity type is a kind of task that in the last session of the task will bring students to make a decision after gathering specific information. The example of the task is that to find out the cheapest way to go from A to B.

The examples of the fourth activity type are reading a news item and discussing it with classmates, reading an article and summarizing it, or listening to a lecture and writing notes on it. The activities for the fifth activity type are giving a talk, writing a report, writing a diary, recording a set of instructions on how to do something or filling in a form.

Activities suitable for the fifth activity type are reading a story and discussing it. For the last activity type, for some students, they are able to create a functional and communicative text.

Pattinson in Nunan (1989:68) also proposes seven activity types that could involve learners in interaction. They are as follows:

1. Questions and answers

This activity is based on students' idea to create an information gap by giving a chance for students to make a personal and secret choice from a list of language items which all fit into a given frame (e.g. the name of an animal; the location of an

object). This activity aims students to find friends' secret choices. This activity also can be used to practice structure and language functions.

2. Dialogues and role-plays

Dialogue and role-play activities give students many benefits. Students are stimulated to interact in real life situation as if they were doing so in the real world; such as a business meeting, greeting a friend, an interview, or taking a character different from students' characters. This activity can be used to encourage oral fluency and also to train students in different or in specific situation.

3. Matching activities

This activity is given to recognize matching items or to complete pairs or sets. This activity also stimulates students to match given phrases. The examples of this activity are Bingo, Happy families, and Split dialogues.

4. Communication strategies

This activity is given to encourage students to practice communication strategies, such as paraphrasing, simplifying, using gestures, asking for feedback, and borrowing or inventing words, etc.

5. Pictures and pictures stories

By using pictures stories, many communicative activities can be conducted in the classroom. Pictures are able to stimulate students' attention and participation during the lesson. Some kinds of activities using pictures are finding the differences, memory test, and sequencing pictures to tell a story.

6. Puzzles and problems

This activity encourages students to make guesses based on their own knowledge and personal experience. By using this activity students are also able to use their imagination and test their logical reasoning.

7. Discussions and decisions

This activity is given for students to gain, collect, and share information to get a decision through discussions (e.g. decide to arrange item lists will be bought for traveling). The reason of having discussions is that students are stimulated to give an opinion in front of the whole class and it makes them feel more confident to deliver their own opinions by using their own language.

Based on the examples of the activity types above, it is clear that the focus of giving communicative tasks to the second language (L2) learners is on the ability to use the second language (L2) actively. Besides, the tasks should be reciprocal tasks. They also should enable the students to interact communicatively and they should be able to negotiate the content of interaction.

In summary, all of those activity types could involve students' oral communication. To conduct communicative activities, therefore, the language teacher should match for the students' characteristics and needs. Besides, the language teacher also should attract students' speaking performance in order to create a good communication during teaching and learning process.

I. School-Based Curriculum of Junior High Schools

In Indonesia, the development of the curriculum has a significant progress. The changes of the curriculum are aimed to adjust the changes of a period, science, and technology. Since academic year of 2006/2007 the School-Based Curriculum has started to be implemented in schools.

The School-Based Curriculum is defined as an operational curriculum which is developed and implemented in each school (BSNP, 2006:5). It includes some ways or methods as a manual of learning activities in order to achieve some specific educational purposes. It is developed by the school, relied on the school's potentials and characteristics, social aspects and culture of the community, and students' characteristics.

The School-Based Curriculum is developed based on the following principles:

- 1) focusing on the potential, development, needs, and interest of students and their environment
- 2) being varied and integrated
- 3) following the development of science, technology, and arts

- 4) being relevant with needs of life
- 5) being implemented wholly and continuously
- 6) reflecting learning as a never ending process in life
- 7) being in balance between the national and local needs

The School-Based Curriculum is developed by schools to adjust the education program by matching the needs and potentials in their regions. The development itself has to follow *Badan Standar Nasional Pendidikan* (BSNP) which contains national education standard.

According to the School-Based Curriculum, an English lesson for junior high school level in Indonesia is aimed to develop communicative competence in both spoken and written skills, i.e. listening, reading, speaking, and writing. Also, based on the model of School-Based Curriculum for junior high school level (2007:13), English as a subject matter for junior high school is aimed to build language ability and communication skill in spoken and written form to face the development of science and technology in globalization era. English as a required content is aimed to build English competence as means of communication in globalization era.

Learning English in junior high school level is targeted to the students so that they could gain functional level that is to communicate both in spoken and written form to achieve the goals. English subject in junior high school is aimed to make the students have abilities as follows:

- 1) Developing communicative competence in spoken and written form to gain functional level of literacy

- 2) Having the awareness of the essence and the importance of English to improve the nation's competitive aspect in global society
- 3) Developing the students' comprehension of the relation between language and culture.

B. Conceptual Framework

English at a junior high school level becomes one of important subjects. The primary goal of the English teaching and learning process at a junior high school level is to enable students to communicate using English (L2) in both spoken and written language. Thus, to achieve this goal, English teaching has to cover four main skills; listening, speaking, reading, and writing.

From those four skills, speaking is the skill that requires a lot of practice. However, students do not have enough opportunities to practice speaking in the classroom. During the English lesson, the teacher gives more proportion on writing and reading skills than the speaking skill. Furthermore, class activities in the lesson do not stimulate students to communicate their ideas, feelings, and opinions to the teacher and the other students. Thus, the teaching and learning processes in the classroom tend to be teacher-centered. It seems that class activities in the lesson are monotonous, uninteresting, and less interactive. Besides, most students are shy and reluctant to speak English because they are afraid of making mistakes. To make things worse, both the students and the teacher used Indonesian (L1) instead of English (L2) during the English lesson. Therefore, the use of English (L2) during the teaching and learning process in English classroom is low.

Some efforts should be done to solve those problems. One of them is by using communicative tasks during the teaching learning process. Communicative tasks can assist students to improve their English ability so that they are able to deliver their ideas and opinions using English (L2) actively. Communicative tasks also enable students to express what they think and what they want to say. Thus, communicative tasks provide the big opportunities for students to use English (L2) actively in the real communication.

In conclusion, communicative tasks are activities that contain steps which are very useful in learning English communicatively. They can help students to develop the communicative and linguistics skills. They support students in using English (L2) actively. They also involve students in physical activities since students will produce movement both inside and outside the classroom.

In order to improve the use of English (L2) among second language (L2) learners, it needs a set of communicative tasks for students. Therefore, the researcher tries to use communicative tasks to improve the use of English (L2) in English classroom for the eighth grade students at SMPN 4 Wonosari.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research was action research. It focuses on the efforts to improve the use of English (L2) among second language (L2) learners by using communicative tasks in the English classroom. It was categorized as action research since there was a self-reflective, critical, systematic approach to identify the problematic situation as a way of improvement and changes in educational practice.

To do this action research, the researcher considered phases which were involved in each cycle. Those phases were planning, action, observation, and reflection. The processes of phases were presented as follows:

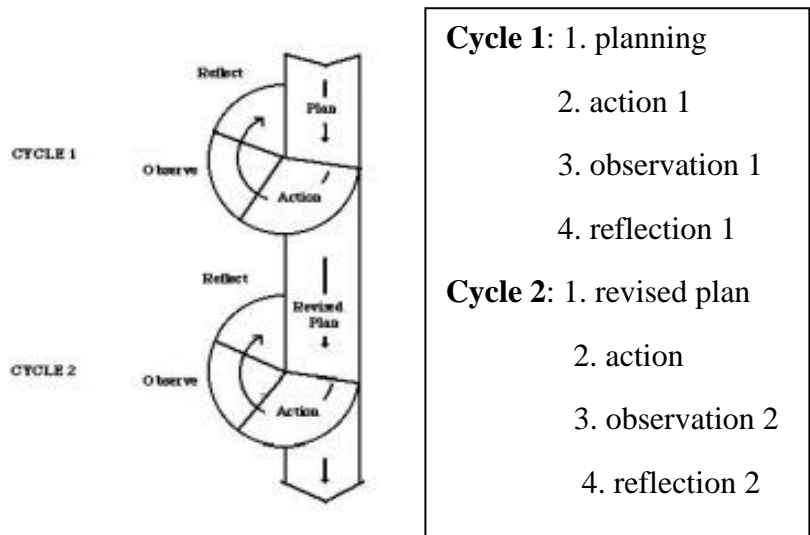


Figure 2. The steps of action research
by Kemmis and Mc Taggart

B. Research Setting

The researcher carried out this study during academic year of 2012/ 2013 at SMPN 4 Wonosari. It is one of state junior high schools in Wonosari. It is located at Piyaman, Wonosari, Gunung Kidul, Yogyakarta. Physically, the school has 12 classrooms, a language laboratory, a Physic laboratory, a Biology laboratory, a library, a mosque, a principal office, a medical room, a basketball field, and it has four canteens.

English was conducted two meetings per week. The teaching and learning process of English is conducted 2 x 40 minutes per meeting. The materials that were used by the teacher were taken from a textbook and student's work sheet (LKS). In choosing the materials, the English teacher refers to the curriculum such as Standard of Competency, Basic Competency, and syllabus.

C. Research Subjects

The researcher chose the students in class VIIIB in the academic year of 2012 / 2013 as the source for collecting the data. It was because the students in class VIIIB had problems in speaking. It was also based on the discussion with the English teacher and the agreement with the headmaster.

D. Data Collection Techniques and Data Analysis

1. Data Collection Techniques

The data was collected in the form of qualitative data. It meant that the data were the description of reality happening during the research. In gaining the data, the researcher used some data collection techniques as follows :

a. Observation

Observation was done to understand the situation that happened during the teaching and learning process, to see things that might be unconsciously missed, and to find things that might not be obtain in interview situation. The researcher observed the condition of the teaching and learning process when the technique was implemented, the students' behavior during the technique was implemented, and the problems that appeared when the action was implemented. The researcher also wrote everything in the form of field notes to keep information. The field notes were needed to describe the clear descriptions of the English teaching and learning process.

b. In-depth interview

In gathering the data, the researcher conducted some interviews to the English teacher and the students. The interviews were conducted to gain the data about the information of the English teacher and students' responses, opinion, suggestion, and expectation while and after doing the implementation of communicative tasks in the teaching and learning process of speaking, clarify their

ideas about the technique being implemented, and reflect the students' practice. The interviewees are the eighth-grade students, the English teacher, and the collaborator.

c. Photographs and video shooting

Photographs and video shooting were used to support the data from the observation and the interviews. They were also used to ensure the authenticity of the data from the observation and the interviews.

2. Data Analysis

The data collected were in the form of qualitative data. The qualitative data were collected based on the observation and the interviews. The data were in the forms of field notes, interview transcripts, and photographs. Next, all the data were interpreted and analyzed. The analysis of the data was done by connecting to the relevant theories. Then, the outcomes of the data were reported from the beginning to the end.

E. Validity and Reliability of the Data

Data that were obtained from the research must be valid and reliable. Based on Anderson in Burns (1999:161-162) there are five criteria of validating research data that must be achieved by the researcher. They are presented as follows :

1. Data Validity

1) Democratic validity

It was related to the extent in which the research was truly conducted collaboratively and includes multiple voices. In gaining the democratic validity, the researcher conducted the interviews with the stakeholders i.e. the students in the class VIIIB at SMPN 4 Wonosari, the English teacher, and the collaborator to know their opinions about the research conducted.

2) Outcome validity

Outcome validity was related to the notions of actions leading to outcomes that were successful within the context. To achieve this validity, the researcher did not only find solutions of the problem but also the new questions that may appear after the problems were solved. The researcher did the reflection in every meeting.

3) Process validity

It was related to the reliability and competency of the research itself. To get the process validity, the researcher did the observation during the implementation of the technique (by using field notes), did the interviews with the students, and had discussion with the English teacher and collaborator.

4) Catalytic validity

Catalytic validity was related to the extent in which the research could allow the participants to be more understood about the social context and could show how the participants made changes within the research. To get this validity, the researcher

did reflection and interviewed the English teacher and the students to know their perceptions after the research was conducted.

5) Dialogic validity

In obtaining the dialogic validity, the researcher conducted dialogues with the English teacher, the students, and the collaborator. The researcher asked them to give comments about the implementation of the technique in every meeting so that there was an evaluation. It was done to know the strengths and weaknesses of the actions and the researcher could do better than before in the next meeting.

2. Data Reliability

In this research, the researcher used three forms of triangulation technique proposed by Burns (1999:164) to obtain the trustworthiness. They were presented as follows :

1) Time triangulation

Time triangulation meant that the data were collected over period of time. It was done to get a sense of what factors were involved in change processes. In this research, the actions were done from July 18th until August 10th 2012.

2) Investigator triangulation

In this form, more than one observer was used in the same research setting. It was done to avoid the bias observation. There were at least three observers in this study, i.e. the researcher herself, the English teacher, and the collaborator.

3) Theoretical triangulation

Theoretical triangulation meant that the data were analyzed from more than one perspective from some theoretical views. In this research, the researcher reviewed the theories from some experts of some books.

F. Procedures of the Research

There were five steps in this research. The steps were presented as follows:

1. Determining the Reconnaissance

In this step, observation was done by the researcher to find practical problems of the English teaching and learning process in class VIIIB at SMPN 4 Wonosari related to the classroom activities. After observing the class, the researcher interviewed some students of class VIIIB to know the problems they encountered when they were learning English. Besides, the researcher also had discussions with the English teacher in identifying the field problems that occurred in the English teaching and learning process.

After finding the practical problems based on the observation and discussions, the researcher and the English teacher classified and determined the focus of the problems to be solved. The field problems that would be solved were :

- a) The students were shy and reluctant to speak English (L2) during the lesson
- b) The teacher and the students used Indonesian (L1) more frequent than English (L2) during the lesson

- c) The communication came from the teacher only (teacher-centered)
- d) The students got bored with the classroom activities
- e) The materials and the tasks were mostly taken from the students' work sheet (LKS). There were many activities in the book but only few of them were oral activities.
- f) The students lacked vocabulary

2. Planning

In this step, the researcher and the English teacher determined the problems and analyzed them. After analyzing the problems that would be solved, the researcher and the English teacher planned possible actions to solve them. The general plans that would be implemented in this research were:

- a) Varying the inputs and activities of communicative tasks
- b) Varying the settings of tasks
- c) Varying the roles of both the teacher and students
- d) Emphasizing both the teacher and the students to use English (L2) during the lesson

3. Action

After planning the actions, the researcher and the English teacher implemented the actions in the teaching and learning process. The actions were conducted until the students achieve the improvement. The researcher planned to do the actions with three meetings for each cycle. During the actions, the researcher and the English teacher observed the teaching and learning processes.

4. Observation

When doing the actions, the researcher and the English teacher observed the effects of the communicative tasks used in the actions. The observation was done to know the strength and weaknesses of the actions. It was also done to know the problems that occurred during the implementation. Then, the researcher wrote notes about everything that happened in the class during the actions.

5. Reflection

The reflection was done based on the observation in the actions. It was done by the researcher and the English teacher. It was done by discussing the success and failure of the actions during the implementation and then evaluating the actions. Evaluation was done after each cycle was completed. In this step, the researcher and the English teacher evaluated the problems occurred in the action and tried to find the solution of the problems so that the researcher could do better in the next cycle.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Procedures and Findings

This research was action research. There were some procedures which were done by the researcher. Those were planning, action, observation, and reflection. In finding the problems, the researcher observed the English teaching and learning process conducted by the English teacher. Then, she determined the problems that were possibly solved by having a discussion with the teacher. After that, she planned the actions that might be implemented to overcome the problems. In the actions, the researcher implemented communicative tasks in the English teaching and learning process. During the implementation, the researcher, the English teacher, and the collaborator observed the condition of the English teaching and learning process. The researcher also conducted interviews with the English teacher, the students, and the collaborator to know their responses and the impact of the actions. Finally, they did reflection on each cycle. It was done to evaluate the success and the problems appearing during the implementation. The researcher did the actions in two cycles for three meetings in each cycle.

The researcher did the first part of the research by having observation during the English teaching and learning process. The observation was done on Tuesday, July 17th 2012 in the class VIIIB. The result of class observation could be seen in the vignette below.

Vignette I

July 17th 2012

The teacher started the lesson by greeting students, led a prayer, and checked the students' attendance list. Then she asked about the student's condition. She opened the lesson in Indonesian. She distributed student's work sheet (LKS) entitled "*Intensif*" to the students. She asked them to open page 5. The material was about *asking and giving opinion*. She began to explain about expressions how to ask and give opinion to someone. In explaining the materials, she used Indonesian. The researcher saw that the many students made a lot of noises by talking to each other even did not pay attention to the teacher's explanation.

Next, the teacher read the expressions; she asked the students to repeat after her. **In delivering this instruction, the teacher used Indonesian. Most of the students did not pay attention to the teacher's instruction. Only a number of students paid attention to the teacher's instruction so that the teacher just paid attention to those students and ignored the noisy students. The students only repeated to read the expressions after the teacher. They seemed shy and uncomfortable to read the expressions. They spoke slowly.**

Then, the teacher asked the students to practice a dialogue in the LKS. She asked a volunteer but there was not any student to be the volunteer. Finally, she called on two students to come. The two students refused to do that. As there was not any student to practice the dialogue, the teacher did it in front of the class.

There were many students still made a lot of noises by talking to each other and doing something to disturb the other students. Furthermore, the teacher did not use any media. The teacher also did not make any class discussions. If the teacher asked the students questions, they only kept silent. Meanwhile, to control the noisy students, the teacher only said, "*Yang disebelah pojok belakang tolong diam dan perhatikan. Ditanya juga pada gak tau*". The researcher also saw that both the teacher and the students used more Indonesian than English.

After the teacher explained the materials, she gave exercises related to the materials. The exercises given by the teacher were taken only from the students' work sheet (LKS). The students were asked to identify and write down some *asking and giving opinion* expressions found in some dialogues. Then, she prepared some answer boxes on the whiteboard. She asked the students to write the answers on the whiteboard. She did not discuss the work. After the students finished that exercise, the teacher asked them to do the other exercises in the LKS. She asked them to fill the jumble dialogues. In doing the jumble exercises, she did not guide the students. She also did not monitor the students' work. The students were only given some minutes to do it.

Next, the teacher asked the students to write their answers in the whiteboard. Some words written by the students were incorrect, e.g. “What do you think about the music performance yesterday?”. “i think is god end happy.”. The teacher then wrote the correct sentence without giving the explanation.

The class was over; the teacher asked the students to do the rest of the exercises as a homework and would be discussed in the next meeting. She also asked them to prepare and learn the next unit. Then, she closed the lesson by saying a prayer.

Based on the vignette, there were some problems found during the English teaching and learning process. The problems were related to the students, the teacher, the activities, and the materials. The first problem came from the students. The researcher found that most of the students were passive during the classroom activities. Most of the students made a lot of noises during the lesson, even when the teacher was in the classroom. However, they kept silent when the teacher asked them questions. There were only some students actively involved during the lesson. Besides, the students seemed shy to practice speaking in English. It could be seen when the teacher asked them to perform a dialogue, most of them refused to do it. The students were reluctant to speak English. It could be seen that during the lesson, they used Indonesian (L1) even Javanese instead of English (L2). When they spoke English, their English were mixed by Indonesian grammar and rules. Meanwhile, the students had low mastery in English vocabulary so that they did not know the meaning of most English words and sentences. They also had problem in pronunciation. When they were asked to pronounce some English words, they could not pronounce the words correctly.

Another problem came from the teacher. The problem was related to the teacher's teaching technique. Based on the observation, the teacher rarely conducted the interactive technique of teaching such as games and group work. As a result, the students did not have opportunities to interact with the teacher and the other students. Thus, the English teaching and learning process tended to be teacher-centered. Meanwhile, the teacher used Indonesian (L1) more than English (L2) during the lesson. As a result, the students were not accustomed to using English during the lesson. Furthermore, the teacher gave more proportion on writing and reading skills than speaking skill. It meant that the students focused more on both writing and reading skills. Therefore, the use of English (L2) in the English lesson was very low. Also, the students did not have opportunities to practice English they learnt.

The next problem was about the activities conducted in the English classroom. The activities were monotonous because the teacher rarely provided various activities that can stimulate and motivate the students to speak actively. The activities during the lesson were not communicative and interactive. Individual practices were mostly used in the classroom so that the interaction among students was very limited. The students also lacked vocabulary because the teacher rarely conducted the vocabulary learning activity that can motivate the students to learn words independently. The students also seemed uninterested in joining the classroom activities. It could be seen when the teacher asked them to do the exercises from the LKS, they were not enthusiastic.

The last problem was about the teaching materials and media used in the lesson. The materials used by the teacher were only taken from LKS without making

any variation. There were many exercises in the LKS but only few were oral activities. Most exercises asked the students to write sentences in English. Therefore, the exercises in the LKS did not stimulate the students to practice English they have learnt. Furthermore, the media such as pictures were rarely used in the classroom activities. It made the students bored and uninterested to participate in the classroom activities.

After conducting the observation and concluded the problems above, the researcher interviewed the English teacher and the students. The interviews were conducted after the English teaching and learning process.

1. Determining the Problems

In doing this research, the researcher did the actions collaboratively with the English teacher, the collaborator, and the students of class VIIIB. In finding the problems of the English teaching and learning process in class VIIIB, the researcher conducted the observation during the English teaching and learning process and interviewed the English teacher and some students of class VIIIB.

Based on the observation and the interview with the English teacher and the students, there were some problems in the English teaching and learning process. Those problems could be seen as follows:

Table 1. Field Problems

No.	Field Problems	Codes
1.	The students made a lot of noises during the lesson because the teacher could not control the class	S/T

(continued)

(continued)

No.	Field Problems	Codes
2	The teacher only paid attention to some students	T
3	The time was not effectively used in the class	CM
4	The students got bored with the classroom activities	S
5	The materials and the tasks were mostly taken from LKS. There were many activities in the book but only few of them were oral activities.	M
6	The students lacked vocabulary	S
7	The students did not pay attention to the teacher's explanation and did another activities during the lesson	S
8	The students were shy and reluctant to speak English (L2) during the lesson	S
9	The teacher and the students used Indonesian (L1) more than English (L2) during the lesson	S/T
10	The communication came from the teacher only (teacher-centered)	T
11	The students only kept silent in the classroom activities	S

S

:

Students

M

:

Material

T

:

Teacher

CM

:

Classroom Management

After finding those problems, the researcher had a discussion with the English teacher. They discussed the problems that occurred in class VIIIB that might be solved. By considering time, funds, and energy, the researcher and the English teacher decided to solve some problems in the English teaching and learning process. Those problems were presented as follows:

- a) The students were shy and reluctant to speak English (L2) during the lesson
- b) The teacher and the students used Indonesian (L1) more than English (L2) during the lesson

- c) The communication came from the teacher only (teacher-centered)
- d) The students got bored with the classroom activities
- e) The materials and the tasks were mostly taken from LKS. There were many activities in the book but only few of them were oral activities
- f) The students lacked vocabulary

2. Pre-requisite Analysis

After deciding the most feasible problems, the researcher and the English teacher determined the pre-requisite analysis on the feasible problems. This stage was aimed to find the cause-effect and the relationship between the problems. First, the problems were arranged in such an order to show the natural cause and effect relation. Then, the researcher conducted a discussion with the English teacher to give her opinion or argument about the analysis.

Table 2. The Main Causes of the Problems

No.	Field Problems	Main Causes
1.	The students were shy and reluctant to speak English (L2) during the lesson.	The students felt uncomfortable to speak English (L2) because they were not accustomed to using English.

(continued)

(continued)

No.	Field Problems	Main Causes
2.	The teacher and the students used Indonesian (L1) more than English during the lesson	Both the teacher and students were lack of English language proficiency
.3.	The communication came from the teacher only (teacher-centered)	The teacher rarely conducted any kinds of class discussion in delivering and explaining the materials. So, the students only followed the teacher’s commands and instructions.
4.	The students got bored with the classroom activities	The learning activities presented in the class were monotonous. The teacher only asked the students to do the exercises from the LKS in every meeting without varying any activity.
5.	The materials and the tasks were mostly taken from LKS. There were many activities in the book but only few of them were oral activities.	There were too many activities which only asked students to write sentences in English. Both materials and tasks do not stimulate students to be more active in using English during the lesson.
6.	The students lacked vocabulary	The teacher rarely conducted vocabulary learning activity that can help and support the students to learn words independently.

The activities during the English teaching and learning process were monotonous. As a result, it could make the students lazy to study. Furthermore, the teacher did not encourage and stimulate her students to use English (L2) actively during the classroom activities. The students were not accustomed to using English (L2) in the English classroom. As a result, the students were afraid, reluctant, and shy to use English (L2) during the lesson.

3. Determining the Actions to Solve the Problems

The researcher and the English teacher made some actions to solve the problems. They discussed the actions that could be applied in the English teaching and learning process aiming to improve the use of English (L2) among learners in the English classroom. Based on the agreement between the researcher and the English teacher, the actions that would be implemented were as follows:

- a) varying the inputs and activities of communicative tasks,
- b) varying the settings of communicative tasks,
- c) varying the roles of both the teacher and students, and
- d) emphasizing both the teacher and the students to use English (L2) during the lesson.

The first action was varying the inputs and activities of communicative tasks. It was very important to vary the components to make the tasks be more comprehensive. The inputs (in the forms of spoken, written, and visual data) were needed in completing the tasks. By varying the inputs, the students are supposed to

comprehend in the language learning process. Meanwhile, the activities were important to anticipate the students' boredom during the lesson. The activities should give big opportunities for the students to deliver their own ideas. The activities should also attract the students' attention and motivation in learning English.

The second action was varying the settings of communicative tasks. It was important to determine whether the students should work individually or in groups. Furthermore, it could create a more enjoyable atmosphere during the teaching and learning process. It could help the students in doing the tasks, if the students had difficulties when they were doing the tasks, they could work together with friends in groups. It also could help the students to be more cooperative and to get involved each other. Thus, the settings should be created based on the level of the tasks' difficulties.

The third action was varying the roles of the teacher and students. Both the teacher and students have important roles in the teaching and learning process. They should have a good interaction during the teaching and learning process. The teacher's roles could be as a facilitator, an evaluator, a monitor, and a director. Meanwhile, the students' roles could be as an active learner, a conversational partner, and as active team members.

The fourth action was emphasizing both the teacher and the students to use English (L2) during the lesson. It was important to help the students to practice English in a real situation. It also could make them accustomed to using English (L2) during the English lesson so that the use of English (L2) would be maximal. In this case, for examples, the teacher greeted the students in English, the teacher asked the

students to answer questions in English, the teacher asked for help in English to the students to clean the whiteboard, the teacher asked the students to use English if they want to go to the toilet, prayed in English before they begin to study, and gave instructions to the students in English.

As stated earlier, the researcher collaborated with the English teacher. The researcher taught the students by using communicative tasks that were varied by herself. Meanwhile, the English teacher helped in controlling and managing the students during the lesson.

B. The Report of Actions and Discussion

The summary of the communicative tasks’ components used in the actions (in the Cycle 1-2) were presented in the table below:

Table 3. The components of communicative tasks

No	The Tasks	Components of communicative tasks					
		Goal	Input	Activity	Setting	Teacher’s roles	Learners’ Roles
1.	Questioning and answering activity	Students are able to know the names and physical characteristics of some people	Pictures	Discussing the pictures of artists	Whole class	Director Facilitator	Active learners

(continued)

(continued)

N o	The Tasks	Goal	Input	Activity	Setti ng	Teacher’s roles	Learners’ roles
2.	Identifying the names and profession of some artists	Students are able to identify people	Pictures	Identifying some artists (name and profession)	In pairs	Director Facilitator Monitor	Active learners
3.	Describing physical appearances of some artists	Students are able to describe the physical appearances of people		Describing the artists’ physical appearances based on the pictures by using origami paper as the media	In groups	Facilitator Monitor	Active team members
4.	Favorite idol survey	Students are able to describe a person’s physical appearances orally	Survey sheet	Making a survey about friend’s favorite idol including describing the physical appearances	In groups	Monitor	Active team members
5.	The survey report	Students are able to describe a person’s physical appearances orally in front of the class	Survey result	Reporting the students’ survey result in front of the class orally	Individual	Evaluator	Active learners
6.	They are my family	Students are able to describe the physical appearances of their family orally	Pictures	Doing a monologue in front of the class about describing the student’s family based on the family picture brought by the students	Individual	Evaluator	Active learners

(continued)

(continued)

No	The Tasks	Goal	Input	Activity	Setting	Teacher's roles	Learners' roles
7.	Questioning and answering activity	Students are able to mention and know the names of animal and object	Pictures	Discussing pictures	Whole class	Facilitator	Active learners
8.	Identifying objects	Students are able to identify the objects correctly	Pictures	Identifying objects	In pairs		Active learners
9.	Describing objects	Students are able to describe the objects correctly	Pictures	Describing objects based on the pictures and based on the students' knowledge	In pairs	Director Facilitator Monitor	Active learners
10.	Playing describe and draw game	Students are able to express their idea to describe something	Pictures	The students work in pairs to describe one object. One is describing the object and another one is drawing the object	In pairs	Monitor	Conversational partner
11.	Doing interview about things in a friend's bag	Students are able to describe objects orally	Students' bag	Making an interview about things in a friend's bag	In groups	Monitor	Active team members
12.	Interview Report	Students are able to describe objects in front of the class orally	Interview result	Reporting the students' work orally in front of the class	Individual	Evaluator	Active learners

(continued)

(continued)

No	The Tasks	Goal	Input	Activity	Setting	Teacher's roles	Learners' roles
13.	Doing vocabulary network	Students are able to describe the animals correctly	Animals' network	Writing the related things about the animals in the network	In groups	Facilitator Monitor	Active team members
14.	Doing fun crossword	Students are able to find and describe the animals correctly	Crossword sheet	Finding six animals in the crossword and describing those animals	In groups	Facilitator Monitor	Active team members
15.	Playing twenty questions game	Students are able to describe the animals orally through game	Example of twenty questions game	Playing the game in pairs. One is giving some clues about the animal and another one is guessing the animal	In pairs	Monitor	Conversational partner

From the table above, there were decision making tasks and production tasks. The decision making tasks were identifying. They were tasks number 1, 2, 3, 7, 8, and 9. Meanwhile, the production tasks are tasks in which the learners are required to use the language to communicate with others. The production tasks were tasks number 4, 5, 6, 11, 12, and 13.

Besides developing the decision making and production tasks, the researcher also developed speaking games tasks, those were tasks number 10, 14, and 15. The games were expected to reduce the students' boredom during the learning process and to make the teaching and learning process more enjoyable.

1. The Implementation of the Actions in Cycle I

a. Planning

Based on the formulation of the actions, the researcher considered the problems that had been discussed with the English teacher. After deciding the problems to be solved, they agreed and planned to use communicative tasks to improve students' use of English (L2) and students' speaking practice during the English lesson. By using communicative tasks, the researcher and the English teacher expected that there would be changes in the English teaching and learning process. Those changes covered the improvements on the use of English (L2), the students' speaking practice, the motivation in learning English, the interaction between the students and the teacher, and the interaction among students. The actions planned in Cycle 1 were:

- 1) Varying the components of a communicative task. Those components involved the roles, settings, inputs, and activities of communicative tasks
- 2) Emphasizing both teacher and students to use English (L2) during the lesson

b. Actions and observations

Cycle 1 consists of three meetings. It was conducted on July 24th, July 27th, and July 31st 2012. In Cycle 1 the researcher implemented the actions while the English teacher helped to manage the students and observed the teaching and learning process. The actions were presented in the detail below.

1) Meeting 1

- a. Mentioning the names and profession of artists and identifying the physical appearances of the artists by conducting class discussion

The first meeting was on Tuesday, July 24th 2012 at 09.55 a.m. – 11.15 a.m. The teacher started the class by saying a prayer. Then, she greeted the students and she checked the students' attendance. Nobody was absent on that day. The material that would be taught was a descriptive text. The topic was about the students' favorite idol. The teacher then distributed UNIT 1 to the students. Before the students going to the first task, firstly, the teacher introduced herself to the students. She told them about many things including her family and her favorite idol. She also showed them the pictures of her family and her favorite idol. After introducing herself, she asked the students some artists they known. It was as a lead in activity (Task 1) to help the students to go to the topic that would be learnt. Most of students were enthusiastic in answering the teacher's questions. There were many artists' names, but the teacher chose "KimBum" and "Dian Sastrowardoyo" to be discussed.

The teacher asked the students to identify the names and job profession of the artists in Task 2. She asked the students to work in pairs. Some of the students seemed active in doing the task. After the students finishing the work, the teacher asked them to report their work. In this activity, the teacher monitored from one pair to another. She also gave feedback and helped the students when they had difficulties. To help the students in sharing their work, she made an interaction by

asking each pair randomly related to the task. Only some students were enthusiastic to share their work, most of them only kept silent and did another activity.

After the students doing Task 2, then the teacher asked the students to move to Task 3. In Task 3, the students were provided the materials about a descriptive text in details (language focus brief explanation). In delivering the materials, the teacher discussed it with the students. Only a number of the students were willing to share their ideas and opinions actively. Some of the students understood well because they already learnt the materials before.

b. Describing the physical appearances of some artists

The next task was Task 4. In Task 4, the teacher asked the students to describe the physical appearances of some artists. The students were asked to do the task in groups of four. Before the students doing the task, the teacher gave them origami papers as a sheet for their work. Then, the teacher also gave them an example how to describe a person's physical appearances based on the materials that had been explained earlier. As the students looked confused, she repeated in Indonesian. Then, she asked them to start doing the task and asked them to call her if they found difficulties. When the students were working on the task, the teacher monitored from one group to another. She observed the discussion among students in each group and gave feedback to them. It was found that some students could do the task. However, there were also some students who had not understood about the task. Here, it was found that when the students had difficulties, they just kept silent and

did not try to ask the teacher. It was also found that the discussion and interaction among the students in the group did not run well.

Having monitored and given feedback to all the groups, the teacher asked the students to share their work to another group in front of the class. It was observed that most of the students had difficulties to arrange the sentences and to find the meaning of some words. Although they had known the artists, they still did not know how to describe them in English. Then, they called the teacher to help them to inform the meaning of some difficult words. This can be seen from the extract field note below.

(4:01) R came in one group and saw that group writing down the word **‘He is very handsam’**.

R asked: **”How do you find that word? Is it correct?”**.

S answered: **“Bagas says the word miss”**.

Then, R continued to come in another group and found a student wrote **‘He is pointic nouse’**.

R asked: **“What sentence do you want to write?”**

S answered: **“I want to say that he has pointed nose, miss”**.

R asked: **”How do you find these words?”**

S answered: **“Diah said that sentence, miss, I only heard it at a glance. Because I do not know and unfamiliar with the words, so I only write what I heard. I do not pay attention to your explanation, miss”**.

From this activity, it was seen that the students did not know how to write the English words correctly because they were unfamiliar with English words.

(App/A/FN-5/July 24,2012)

The teacher then asked the students to be more careful in describing the artists. The teacher gave some questions related to the task. Then, the teacher monitored one group to another and did not forget to give feedback and helped the students when they had difficulties. When she came to a group, there was a student who just laid his head down on the table while his friends in the group were doing the task. Some of the students still found the difficulties in writing the sentences.

(4:02) **In practice, many groups wrote the words incorrectly. They were also still confused how to describe the artists in English.** Then, the teacher came to some groups to give feedback for the students' difficulties in doing the tasks.

(App/A/FN-5/July 24,2012)

For the next activity, the students were asked to report their work. The teacher asked the students to report their work orally and then they should write down their work on the whiteboard (one student described the artists orally and one student wrote the descriptions).

In this activity, the teacher also monitored every group. Based on the findings, the students could do the task well. There were some groups who could describe the physical appearances of some artists. However, there were also other groups who just said and wrote what they wanted to write without paying attention to the pictures. Although the teacher had given feedback to them, they did not notice it.

As the time was limited, the teacher could not continue the next task. Then, she asked the students to prepare the next task. She also asked the students to be more active in the next meeting. She said to the students that she would give a survey activity in the next meeting. Then, she ended the lesson by saying a prayer.

In this meeting, the teacher found that there were some groups who understood about the materials and the other groups who were not really sure that they understood. There were few students who were brave to share their ideas. Nevertheless, by conducting this activity, the teacher tried to encourage the students and build an interaction between the teacher - the students and also among the students.

2) Meeting 2

- a. Finding friends' favorite idol (name and physical appearances of the idol) through a survey activity

The second meeting was on Friday, July 27th 2012 at 07.00 a.m. – 08.20 a.m. In this meeting, the researcher focused on improving the students' use of English (L2) and the students' speaking practice during the lesson. There was a survey activity of the students' favorite idol conducted in this meeting. After getting the survey data, each student was asked to report their survey data orally in front of the class. The main goal of this activity was to encourage and to assist the students to describe a person's physical appearances orally. It also could attract the students to be more interested to study and to speak English.

This activity covered how the students gained the information of their friends' favorite idol. The teacher started the class by greeting the students and led the students to pray. After that, she checked the students' attendance. There was a student who did not come at this meeting. The teacher tried to encourage the students

to be active in the class by asking questions about the lesson from the previous meeting. Most of the students still remembered the materials that they had learned before. This can be seen from the extract field note below.

(4:03) After that, the teacher reviewed the previous meeting; she asked, **“What did you learn last week?”**. **Some of the students answered, “Learning about describing physical appearances of artists miss”**. Most of the students still remembered the materials given in the previous lesson.

(App/A/FN-6/July 27,2012)

Next, the teacher explained the main point of the materials in the previous meeting. After the students understood about the descriptive text, especially how to describe a person’s physical appearances, the teacher gave explanation about the survey activity for the students. She explained about the steps and rules of the survey activity. They were very happy and enthusiastic when they knew they were going to do the survey.

Before the teacher distributed the survey sheet to the students, she asked them to make groups of four. She also explained again about the steps because some students were not sure that they really remember how to deal with the steps. Then, she distributed origami papers as a sheet for their survey result. The teacher asked them to begin working on the survey. Then, the survey activity was begun. The teacher started to monitor each group. When the teacher monitored the groups’ work, she found that the students knew what they should do in gaining the information about their friend’s favorite idol but many of them looked confused on how to ask their friends in English. It can be seen from the extract field note below.

(4:04) The researcher saw a group doing the survey. Then, she asked, **“Do you get the information?”**. One of the students in that group answered, **“Yes miss, I get her information about her favorite idol”**. However, what he wrote was the same as what his friend in his own group wrote, that was about the same artist.

(App/A/FN-6/July 27,2012)

In this activity, the teacher did not guide every step in the survey activity because she wanted the activity to run naturally. After she made sure that all students gained the information about their friends' favorite idol, she asked them to report their work orally in front of the class. Most of the students refused to do that, but the teacher tried to encourage them. The students then started to prepare their work. The teacher monitored each group and guided them how to report their work orally in front of the class. In this activity, the students were very curious. She observed that the students had a good interaction among them to gain the information of their friend's favorite idol. Some of the students even now bravely called the teacher to guide them in asking the meaning of the difficult words and how to pronounce the words. The teacher found that the students were comfortable to talk with her, especially the boys. It meant that the interaction between the teacher and the students were better than before.

Next, the students tried to report their work in front of the class. Before the students reporting their work, the teacher went around the class to monitor each group's work. The teacher came in one group; she found that the interaction ran well. Every student in that group showed their active participation in doing the survey. Based on the observation, most of the students could manage the interaction among their friends in a group. They also could gain the information of their friends

although some of them still wrote the information in Indonesian. When the teacher asked the students in every group, she found that only a few of them who were still confused dealing with the ways and the rules of the activity. They also said that there was no difficulty anymore in asking and gaining their friends' information.

- (4:05) The researcher went around monitoring the students' interaction. She found that in the second meeting, **the interaction ran naturally**. The students shared their information to another although the situation of the class became noisy. **They also did not find the serious problem to gain their friends' information.**

S1: Hi, good morning.

S2: Hi, good morning.

S1: May I know who is your favorite idol?

S2: Yes, of course. My favorite idol is Afgan.

S1: Who is he? What he looks like?

S2: He is a singer. He is tall, handsome and wearing sunglasses. He has brown skin and short black hair.

(App/A/FN-6/July 27,2012)

In the next activity, the teacher asked the students to report the result of their survey. The teacher also provided a format (the guidance sentences) for the students to help them in reporting the survey. She asked a volunteer to present his/or her survey data but there was not any student to be a volunteer. They pointed out one another. It made the situation in the class very noisy. As there was not any volunteer, the teacher called on one student and asked that student to come in front of the class. After the student reported the result of the survey, the teacher asked the class whether there was any comment or not. All the students were silent. Then, the teacher asked the students with the same question. Most of them said that there was not any comment. After that, the teacher asked five more students to report the result of their

survey. The teacher evaluated those students. Based on the findings, the students reported their work correctly although there were some mistakes when they pronounce some words.

As the class was over, the teacher just could ask five students to report their work in this meeting. After that, the teacher discussed the recent materials with the students to make sure that the students understood about the descriptive texts especially in describing a person's physical appearances. In this activity, some students were active to give their ideas. There were also some students who asked questions to the teacher. However, the students who were brave to ask questions or give ideas were the same students. Other students still kept silent and some of them chatted to their friends. It was found that many students describe incorrectly. Then, the teacher guided them again on how to describe a person's physical appearances.

Finally, the teacher and the students summarized the lesson on that day. The students had understood about descriptive texts. They knew the characteristics, the purposes, and the generic structure of a descriptive text. Before the teacher ending the lesson, the teacher asked the students to bring a picture of their family as a material for the next meeting. As the time was up and there was not any question anymore from the students, the teacher ended the lesson by saying a prayer.

3) Meeting 3

a. Describing family physical appearances based on the picture

The third meeting was on Tuesday, July 31st 2012 at 09.55 a.m. until 11.15 a.m. The teacher still focused on improving the students' use of English (L2), the students' speaking practice, and building interaction between the teacher and the students, and among the students during the English lesson. In this meeting, most of the students still remembered the previous lesson. They were also active in answering the questions from the teacher although when the teacher asked the volunteers to answer, there were about ten students who did it.

After the teacher reviewed the last materials, the teacher asked the student to show their family picture as the materials for the activity in that day. The activity for that day was about describing their family's physical appearances. The students showed their own family picture to the other friends. They talked about their own family picture with friends. They looked interested and enthusiastic with the activity. There were also some students looked uninterested about the activity. It was shown by their expressions.

(4:06) Then, the researcher told the students about the activity of that day. The activity was about describing the students' family based on the picture they brought. **Most of the students seemed very interested about the activity. Some of them said, "I never do this activity before, miss, it is fun".** Another student said, **"I really like this activity but I'm shy to show my family picture, miss".** And some said, **"Why don't you choose the other activity, miss, huuh..".**

(App/A/FN-7/July 31,2012)

Before the students described their own family picture orally in front of the class, the teacher asked them to prepare the sentences first. It was aimed to help them to be more confident and comfortable to speak in front of the class. Then the students began to prepare their family picture and write sentences based on the picture. Many students were still confused about what they would like to say to describe the picture. It took a long time for them to do this activity as they did not know how to do that.

In this meeting, the teacher did not guide the students. By doing this, she expected that the activity could run naturally. Then, the teacher went around to monitor the students' preparation. The students were trying hard to describe their family's physical appearances. The teacher found that the students opened their dictionary and sometimes they asked about some difficult words to their friends. Some students also still called the teacher to inform the meaning of some difficult words.

The teacher continued monitoring the other students. She found that they tried hard to describe their family's physical appearances. The teacher came to the other students and found they were doing nothing. The teacher asked them whether they found difficulties in describing their family's physical appearances. They said that they knew how to describe their family but they just felt shy to show their family picture. The teacher then checked their ability. In fact, they knew and they described their family's physical appearances to the teacher. They admitted that they were just lazy as they did not really like about showing their family pictures. As a result, it took a long time for them to do the activity. Nevertheless, the teacher found that in

this meeting the students did not have serious problems to describe their family picture.

In the last activity, the teacher asked the students to describe their family orally in front of the class. The teacher also provided a format (the guidance sentences) for the students in describing their family. The format was provided to help the students in describing their family's physical appearances. She asked a volunteer to come forward. However, in this meeting, there was still not any student who voluntarily came in front of the class. Then, the teacher called on one student to come forward. As it happened in the previous meeting, there was not any comment from other students. The other students kept silent and paid attention to their friend. Then, the teacher asked the other students to describe their family in front of the class. Most of the students, who were asked to describe their family orally, were able to describe their family correctly. Those students spoke comfortably and communicatively. When the students were describing their family, the teacher guided them. It aimed to reduce the students' reluctance to speak English in front of their friends. The teacher only asked five students. It was found that most of the students used English (L2) more than Indonesian (L1) during the teaching and learning process by conducting the tasks.

As the class was over, the teacher summarized the lesson on that day. After she made sure that there was no question from the students, they ended the lesson by saying a prayer.

c. Reflections of Cycle I

The implementation of communicative tasks in the first cycle was done in three meetings. It was on Tuesday, July 24th 2012, on Friday, July 27th 2012, and on Tuesday, July 31st 2012. After implementing communicative tasks in three meetings, the researcher did reflections. Before that, she presented the condition of the teaching and learning process of speaking in the last meeting of the first cycle. It was presented in the following vignette

Vignette II
July 31st 2012
R : Researcher
ET: English Teacher
Ss : Students
C : Collaborator

The bell rang at 09.55 a.m. R together with ET and C went to the class. When they came in the class, Ss were busy organizing their desks. ET and C sat at the back. R greeted Ss and led a prayer. Then, R checked the students’ attendance. No one was absent on that day. **R reviewed the previous lesson by asking questions to them. Ss were active in answering the questions from the teacher. Most of them still remembered the previous lesson.**

Then, the researcher told the students about the activity on that day. The activity was about describing the students’ family orally based on the picture they brought. R asked Ss to show their own family picture. Most of students seemed very enthusiastic and happy to join the activity. **Before Ss described their family in front of the class, R gave Ss an example on how to describe their family orally. Most of students understood.** R also explained that the students had to prepare their sentences first to help them to be more confident to describe their family orally in front of the class.

Next, most of the students began to prepare their family pictures. They showed the picture to the other friends. R observed that they talked about their own family with friends. They looked interested with this activity. They began to write sentences to describe their family. **R went around to monitor the students’ preparation. then a student said,” Miss, kalo mau ngomong gini udah bener belum miss?”.** R was called by a student. R checked his sentences. **R found that the sentences he made were correct. R also tested how he pronounced some words. R said,” Now read the sentences”.** R found that the student pronounced most of the words correctly.

However, there were some students who did not do anything. R came to those students and asked them whether they found difficulties or not in doing the activity. A student said, "I know they way, miss, but I'm shy to show my family picture". The teacher then checked their ability by asking questions related to their family picture. They could answer the questions correctly although there was still any mispronunciation. Then R asked and guided him to do the activity. R continued to monitor the students' preparation. R observed that most of the students prepared the sentences. R observed that many students looked for some words in the dictionary. Some students asked about some difficult words to their friends. R also found that most of the students prepared their sentences well.

Next, R continued the next activities. R asked Ss to describe their family's physical appearances based on the picture orally in front of the class. R asked a volunteer. However, there was not any volunteer of a student. R called on one student.

The student described their family's picture, while the other students kept silent and paid attention to him. R observed that the student describe the picture well. He used simple sentences to describe the pictures. The other students also understood about the descriptions. After that, R confirmed the other students whether there was any comment and question or not. Ss said 'no'. R continued appointed other students. There were also not any comment or question from the Ss.

As the time was limited, there were only five students who presented to describe their family's physical appearances. R invited Ss to summarize the lesson of that day and asked whether there were still questions or not. Ss admitted that they had understood about the materials and did not have any questions anymore. Then, R ended the lesson by asking Ss to say a prayer.

The vignette showed that there were changes in the English teaching and learning process. Before the implementation, the students did not want to ask the teacher when they found difficulties. Also, when the teacher asked the students questions, they did not answer it. After the implementation, the students were active to answer the questions from the teacher. They also willingly called the teacher when they had difficulties in doing the tasks. Besides, the students were able to find the meaning of the words they did not know by asking the teacher. The students were also able to describe a person's physical appearances orally. Moreover, there were good interactions between the students and the teacher, and among the students.

At the end of the first cycle, the researcher wrote the reflection in Cycle I. Those were presented as follows.

The use of communicative tasks from the first meeting until the third meeting was successful in improving the use of English (L2) in the English lesson. Formerly, the students needed to adapt the communicative tasks as it was new for them. They first felt that the tasks were complicated. However, they admitted that after they used it twice and three times they thought that the tasks were not complicated. Even they said it was easier to be understood and it could encourage them in using English actively. It can be seen from the extract interview transcripts below.

(4:07) *R : Menurut kamu bagaimana dengan penggunaan aktivitas semacam ini di kelas?*

(‘What do you think about the use of these activities in the class’)?

Ss: Menurutku sih asik yo miss, jadi ada hal baru buat kita. Tapi mungkin kita juga perlu adaptasi dulu karena ini kan baru pertama diberikan buat kita.

(‘I think this is fun so we have new thing. However, we need to adapt the use of the activities as it is new for us.’)

(App/B/IT-5/July 24,2012)

(4:08) *R : Menurut kamu bagaimana dengan penggunaan aktivitas semacam ini di kelas?*

(‘What do you think about the use of these activities in the class’)?

Ss: Ya ini tuh bagus miss asik banget gak ngebosenin. Terus ngomongnya jadi gak begitu gugup. Dulu aku malu miss kalo ngomong pake bahasa inggris dikelas tapi dengan adanya aktivitas seperti ini aku jadi gak begitu malu. Ini nambah pengetahuan juga miss.

(‘Well, this is good for us. We can know how to find ma and it doesn’t not make us bored. Then I can speak without getting nervous. I was shy to speak English in the class but by having this activity I don’t feel shy anymore. This also improves my knowledge.’)

(App/B/IT-6/July 24,2012)

(4:09) R : *Menurut kamu bagaimana dengan penggunaan aktivitas semacam ini di kelas?*

(‘What do you think about the use of these activities in the class’)

Ss : *Awalnya sih ribet dan bikin males, kan belum terbiasa dikasih materi kayak begini. Tapi setelah dua tiga kali ya udah gak terlalu males sih, udah gak ribet lagi.*

(‘Formerly, these activities are complicated and make me lazy to join it as we are not accustomed given the materials like this. However, after twice and three times, I think they do not make me lazy and they are not complicated anymore.’)

(App/B/IT-14/July 31,2012)

The use of communicative tasks was successful to reduce the students’ reluctance and shyness to speak English (L2) during the lesson. The tasks increased their practice in speaking by doing the each step of the tasks. The tasks also reduced their boredom in joining the lesson during the lesson. This can be seen from the extract of the interview transcripts below.

(4:10) R: *Trus apa kamu menjadi tidak gugup dan tidak malu lagi buat ngomong pake bahasa inggris kalo pake aktivitas tadi?*

(‘Then, do you think that these activities can help you to be not feel nervous and shy anymore when you practice to speak English’)?

Ss: *Oh iya miss, aku jadi lebih pede ngomong pake bahasa Inggris. Materi sama aktivitasnya juga gak ngebosenin malah bikin mudah ngerti.*

(‘Yes miss, I feel confident to speak English. The materials and the activities do not make me bored, moreover I have better understanding.’)

(App/B/IT-13/July 31,2012)

(4:11) R: *Trus apa kamu menjadi tidak gugup dan tidak malu lagi buat ngomong pake bahasa inggris kalo pake aktivitas tadi?*

(‘Then, do you think that these activities can help you to be not feel nervous and shy anymore when you practice to speak English’)?

Ss: *Iya miss, jadi lebih ngerti. Soalnya kan ini runtut aktivitasnya dan menyenangkan, jadi kita tuh mikirnya mau ngomong apa bisa lebih ngerti lah.*

(‘Yes miss, I have better understanding. As these activities allow us to do the steps and fun, so we can understand how to speak.’)

(App/B/IT-14/July 31,2012)

(4:12) *R: Menurut kamu bagaimana dengan penggunaan aktivitas semacam ini di kelas?*

(‘What do you think about the use of these activities in the class’)?

C: Menurutku sih bagus. Cukup efektif untuk siswa SMP. Tak liat mereka juga senang bisa saling bertukar pikiran gitu. Tak liat juga kalau mereka jadi terdorong untuk pake bahasa Inggris. Tapi kamu kudu perhatiin tuh waktunya. Karena kan kalau ada aktivitas kelompok gitu kan gak terasa waktunya cepet habis.

(‘I think it is good. It is effective enough for the students of junior high schools. I saw that they were happy when they could share their knowledge. I also saw that they encouraged speaking in English. However, you should consider the time. Having discussion spends time.’)

(App/B/IT-12/July 27,2012)

The use of communicative tasks was also successful in improving the interaction between the teacher and the students, and among the students. By monitoring, guiding, and giving feedback to every student and every group, the teacher could know what the students’ needs. She directly knew the students’ difficulties while they were learning. They were also very happy when the teacher cared with them. The interaction among students increased too. The students could share their knowledge and understanding when they had difficulties while they were doing the tasks by having a group discussion. It meant that the English teaching and learning process was not teacher-centered anymore. It can be seen from the extract interview transcripts below.

(4:13) *R : Kamu senang pakai aktivitas ini di kelas?*

(‘Do you like using these activities in the class’)?

Ss: ***Yo senang, kan bisa ngerjain bareng to miss kalau ada group gini, bisa saling berinteraksi.***

(‘Yes, I do. This becomes effective ways if there is a group discussion. We can interact to each other.’)

(App/B/IT-13/July 31,2012)

(4:14) R : ***Kamu senang pakai aktivitas ini di kelas?***

(‘Do you like using these activities in the class’)?

Ss: ***Ya senang aja. Kan ngerjainnya kelompokan sama temen-temen, ngerjainnya bareng-bareng. Jadi bisa nglatih kerja sama.***

(‘Yes, I do because we work together with other friends. We can practice collaboration.’)

(App/B/IT-6/July 24,2012)

(4:15) R : ***Kamu senang pakai aktivitas ini di kelas?***

(‘Do you like using these activities in the class’)?

Ss: ***Ya, karena selain bisa nambah kosa kata, kita juga bisa lebih mudeng dan tahu mengenai materi itu. Terus itu apa namanya, sama temen juga bisa saling sharing dan bekerja secara berkelompok.***

(‘Yes, I do. The activity can improve my vocabulary. We can have better understanding and know the materials. Then, what is it, we can share and work together in the group.’)

(App/B/IT-14/July 31,2012)

(4:16) R : ***Menurut Ibu, bagaimana interaksi antara siswa dan guru selama proses belajar mengajar berlangsung?***

(‘What do you think about the interaction between the teacher and the students during the teaching and learning process’)?

ET: ***Menurut saya bagus mbak, saya lihat tadi anak-anak sudah berani bertanya pada gurunya ketika mereka mengalami kesulitan. Kemudian mbak juga menjawab pertanyaan dari anak-anak dengan jelas. Dan saya liat anak-anak juga puas dan mengerti dengan jawaban yang diberikan mbak Lia.***

(‘I think it is good. I saw the students were brave to ask questions when they found difficulties. Then, you also answered the questions clearly. I saw that the students were satisfied and understand about the answers.’)

R : ***Kalau interaksi antar siswanya sendiri bagaimana Bu?***

(‘What do you think about the interaction among the students’)?

ET: *Kalau interaksi antar siswanya sendiri juga cukup bagus mbak. Walaupun ramai di kelas, tapi mereka ramai diskusi. Saya amati mereka saling bertukar pendapat dalam satu kelompoknya.*

(‘The interaction among the students was good enough. Although they were noisy in the class, they discussed the work. I observed that they shared their knowledge in the group.’)

(App/B/IT-7/July 24,2012)

However, the use of communicative tasks was not really successful in improving the students’ motivation in the teaching and learning process, especially during the class discussion and group work activities. The teacher encouraged the students to share their ideas among their friends in the class but some of the students were still shy and reluctant to do that. They kept silent. It can be seen from the extract interview transcripts below.

(4:17) **R:** *Apakah kamu lebih termotivasi lagi dalam berbicara bahasa Inggris dengan menggunakan aktivitas ini?*

(‘Are you more motivated to speak English by using this activity’)?

Ss: *Ehm..ya gimana ya miss. Iya sih, tapi masih bingung mau ngomongnya pake bahasanya.*

(‘Yes miss, but I am still confused on how to speak with the language.’)

(App/B/IT-13/July 31,2012)

(4:18) **R:** *Apakah kamu lebih termotivasi lagi dalam berbicara bahasa Inggris dengan menggunakan aktivitas ini?*

(‘Are you more motivated to speak English by using this activity’)?

Ss: *ehm. Biasa aja sih miss.* (‘ehm. It is just so.’)

(App/B/IT-9/July 27,2012)

Furthermore, there was another problem found in the first cycle that was time management. In the first meeting, the teacher failed to conduct presentation from all groups as the time was over. It was because introducing the materials in lead in activity needed a lot of time. In the second meeting, there were only five students

who could report the result of the survey activity. It was because the students enjoyed the activity and the teacher enjoyed monitoring the students so that she did not pay attention to the time. In the third meeting, there were also only five students who could describe their family's physical appearances in front of the class. It was because the students did not really like the topic and they spent a lot of time to prepare the activity. Therefore, for the next cycle, the teacher had to be more disciplined in time management.

In conclusion, communicative tasks can improve the use of English (L2) among L2 learners. Nevertheless, there was still a problem related to the students' motivation during the class discussion. Thus, the researcher, the English teacher, and the collaborator decided to continue the next cycle to solve the problems.

The reflection above was done based on the observation during the teaching and learning process of speaking and the interviews conducted by the researcher with the English teacher, the students, and the collaborator. In doing the interviews, everyone had the same opportunity to express their ideas, opinions, and feelings about the actions. It was done by the researcher to fulfill the democratic, process, dialogic, and outcome validity. Meanwhile, there were three observers (the researcher, the English teacher, and the collaborator) in gathering the data. It was done to fulfill the reliability of the research.

2. The Implementation of the Actions in Cycle II

a. Planning

Based on the reflections in Cycle I, the researcher found that communicative tasks could improve the use of English (L2) and the students' speaking practice during the lesson. However, the researcher found that many students were still less motivated during the teaching and learning process, especially during the class and group discussion. Therefore, the researcher, the English teacher, and the collaborator discussed to choose other actions to improve the students' motivation.

The actions that would be implemented in Cycle 2 were summarized as follows:

- 1) Varying the components of a communicative task. Those components were the roles, settings, inputs, and activities of communicative tasks.
- 2) Emphasizing both teacher and students to use English (L2) during the lesson

The additional actions that would be implemented to support the teaching and learning process in Cycle 2 were summarized as follows:

- 1) Conducting speaking games
- 2) Conducting animals' network and fun crossword activities

The researcher, the English teacher, and the collaborator agreed and planned to implement the actions in Cycle 1. They decided to add the additional actions to improve the students' motivation during the teaching and learning process of speaking by conducting speaking games. They also decided to add animals' network

and fun crossword activities to help the students in improving their vocabulary mastery

b. Actions and observation

The actions were carried out three times i.e. on August 3rd, 7th, and 10th 2012. The actions focused on maximizing the use of communicative tasks in improving the use of English (L2) and the students' speaking practice during the English lesson. The use of animals' network and crossword activities in improving the students' vocabulary mastery, and the use of speaking games in improving the students' motivation. The descriptions of the implementation in the second cycle were presented as follows.

1) Meeting 4

a. Describing objects and conducting '*describe and draw*' game

The fourth meeting was conducted on Friday, August 3rd 2012 at 07.00 am. – 08.20 am. In this meeting, the teacher focused on improving the students' use of English (L2) and motivation by conducting a speaking game. As the situation in the classroom was very noisy, the teacher greeted the students. Then, the students were silent. The teacher started the class by saying a prayer and checked the students' attendance. No one was absent on that day. After that, the teacher told them that there would be a game activity on that day. In this activity, the teacher was helped by the collaborator to observe the teaching and learning process.

Then, the teacher told them that they were going to learn about describing things and animals. She observed that the students were enthusiastic when heard the topic. The teacher chose that topic because there was a relationship between this

topic and the previous topic so that it would be easier for the students to understand the materials.

Before the students going to learn the materials, as usual, the teacher told the students about her favorite things and animal that she had. The teacher also showed the students the picture of her favorite thing and animal. The students were interested with the topic. Then, the teacher asked them to make a group of four. After that, the teacher distributed UNIT 2 to the students. She asked the students to look at pictures in Task 1. She began to lead the class discussion.

Next, the teacher asked them to identify the other pictures in Task 2. In Task 2, the students were asked to identify objects. The students had no difficulties in doing Task 2, so the teacher continued to the next task. In task 3, the teacher provided the students the explanation of how to describe an object. Many of the students understood about the materials so that it did not take much time to explain it.

Then, the teacher continued to the next task because there were not any questions anymore from the students about the explanation. In Task 4, the teacher asked the students to describe some objects. She asked them to begin doing Task 4. There were many objects provided in Task 4 but she asked them to choose just two favorite objects. She did not guide them in each step so that the discussion and the activity on speaking could run naturally. Then, the teacher went around monitoring every group to check whether the students understood about the materials or not and to make sure that they were still on the track. The students looked serious in doing

the task. There was no serious problem for the students in doing Task 4. The teacher found that the discussion became alive. They worked faster than before.

Having made sure that all of groups did the task, the teacher asked a group to report their work. There were some students from different groups who raised their hand. Then, the teacher asked some groups to report their work. When a student presented his own group work, other students paid attention and listened to him. The teacher gave chances to other groups to give additional descriptions. There were some students who added the descriptions about the objects. It did not take much time to do the discussion. Based on the class discussion, the teacher found that the students had understood the materials well.

For the next activity, the teacher asked the students to continue to the next task. The task was a game. The game was '*describe and draw*'. Before the teacher conducting the game, she explained the rules. Firstly, the game was played in pairs. Secondly, the students were asked to describe and draw a thing. One student was as student 'A' who described about a thing. Another one was as student 'B' who drew that thing. After explaining the steps and the rules, the teacher divided the students into pairs based on the line of their seat. Then, the game started. The students were enthusiastic in playing the game.

After the students finishing the game, the teacher asked them to play the game in front of the class. Many students raised their hands up. Then, the teacher called on some students to come forward. In fact, most of the students played the game well. They had a good interaction. They described the thing correctly although

they used simple sentences to describe the things. In short, they could exchange the information well.

As the class was over, the teacher only had three paired students to present the work. The teacher announced the students were active and very good in playing the game. The students in that class were very happy and they shouted. Then, the teacher asked them to summarize the lesson at that day. She ended the lesson by saying a prayer.

2) Meeting 5

- a. Conducting an interview activity about the things in a friend's bag and animals' network activity

The fifth meeting was conducted on Tuesday, August 7th 2012 at 09.55 am. – 11.15 am. In this meeting, the teacher still focused on improving the students' use of English (L2) and motivation during the English lesson by conducting an interview activity. Then, it also focused on improving the students' vocabulary mastery by conducting an animal network activity. The teacher started the lesson by greeting the students. Then, she led a prayer and checked the attendance. As usual, no one was absent on that day.

After that, the teacher reviewed the last materials. Most of students still remembered that. The teacher, then, told the students about the activity on that day. She told them that they had an interview activity about the things in their friends' bag. Before the students doing the interview activity, the teacher explained the steps and gave an example. The steps to do this task were, firstly, the teacher asked the

students to read the example of a dialogue provided in the task. Then, the teacher practiced it with one student while opened her bag. The students understood the steps well. Next, she distributed an origami paper for each student as a sheet for their interview result. Then, the students did the activity with their partner. The teacher went around monitoring each group. The teacher observed that the students mentioned and described what they had in their bags. This activity ran well. Most of the students were involved actively in this activity. Some of the students even now showing confident and they did not feel nervous anymore to ask in English to their friends. It meant that the use of English (L2) during the lesson improved and the interaction among the students was really better than before. Besides, the students not only became passive learners but also became active learners during the lesson.

After the students finishing the interview activity, the teacher asked them to report their work orally in front of the class. The teacher also provided a format to help the students in reporting their work. She asked volunteers to represent their work. There were some students who raised their hands up. She asked a volunteer to come forward. The student began to report his interview result. Meanwhile, the other students paid attention and listened to him. She found that the student could report his work well although with simple sentences. Then, she called on the other students. After the students reported their work, the teacher asked them whether there was any comment or question or not. As the time was limited, the teacher just could ask three students to report their work in this meeting.

Considering the time, then the teacher continued to the next materials. The teacher asked them about their favorite animals. There were only few students who

answered her questions. The situation was different from the previous meeting. Some students seemed uninterested in the middle of teaching and learning process. Then, the teacher reminded them that she still conducted a game. It made the students enthusiastic. The teacher also encouraged them by talking about their favorite animals they had at home. The teacher then told them that they were going to learn about describing an animal. The students were happy. In fact, most of the students had favorite animals at home. It can be seen from the extract field note.

(4:19) The researcher told the next topic of that day **“Well, today we are going to learn about describing animals. Do you have favorite animal at home?. Most of the students answered “Yes miss, of course. Do you have miss? “. Some students even said “I have three different kinds of animals, miss. Do you want some?hehe..**

(App/A/FN-10/Aug.7,2012)

Then the teacher asked the students to open Task 8. In Task 8, the teacher provided a vocabulary network of animals. In this activity, the teacher asked the students to write the things related to the animals. The related things might be about physical appearances and characteristics of the animals. The students were still asked to work in group. The students started to do the task. They seemed interested in doing the task. The teacher went around monitoring each group work. She found that the interaction among students increased. They also did the task correctly. As usual, the teacher did not guide them in each step so that the discussion and the activity on speaking could run naturally. All of the students in the group contributed their ideas. They did not take much time to do that.

Then, the teacher gave them another worksheet. The worksheet was big and it consisted of boxes as the spaces for the students to write their work about the related things of animals. The big worksheet was also colorful. It was used to improve the students' motivation in doing the task and also to reduce the students' boredom in doing the task.

Having made sure that all students finished doing the task, the teacher started to lead the class discussion. She asked volunteers to come forward. There were some of groups who wanted to present their work. Then, the teacher asked them to present in turn and she gave feedback. During the class discussion, most of the students were active in this activity. That was because they felt that the tasks given for them were interesting and challenging. They also said that the tasks did not make them feel bored during the lesson.

(4:20) Then, the researcher asked volunteers to present the work. **The students seemed very interested and enthusiastic in that activity.** She asked them "Do you like this activity?". All students answered "Yes miss. **We are really interested to do the tasks from you, miss. Because we usually only take notes and listen to the teacher**".

(App/A/FN-10/Aug.7,2012)

The students did the all vocabulary network. They described those animals correctly. As the class was almost over, then teacher summarized the materials on that day. After that she made sure whether there was any question or not about the materials. There was not any question at all. They had understood about the materials. Next, she announced the most active group and the most active student during she taught them. They shouted and very happy to hear that. The teacher ended the lesson by saying a prayer.

3) Meeting 6

a. Conducting fun crossword and a speaking game (twenty questions game)

The sixth meeting was conducted on Friday, August 10th 2012 at 07.00 am. – 08.20 am. In this meeting, the teacher focused on improving the use of English (L2) among L2 learners and motivation by conducting a speaking game. It was also focused on improving the students' vocabulary mastery by conducting fun crossword activity.

The teacher started the lesson by greeting the students. After that she led a prayer and checked the students' attendance. She reviewed the last materials. Then, she told the students that they were going to do fun crossword and a game.

After that, the teacher asked the students to open Task 9. In Task 9, there was a crossword task for the students. In this task, the students were asked to find six names of animal and then they should describe the animal they found at least in three sentences. The students were still asked to do the task in groups of four. They began to do the task without any command from the teacher. They looked for the animals fast. They were really enthusiastic with this activity. From the previous meeting, they did the tasks very naturally. As what had been done before, the teacher just monitored the discussion, gave feedback to the students, and helped the students when there was any difficulty.

The activity ran naturally. The students became independent. They had good interaction among the students in the group. They had a good discussion to find and describe the animals in the crossword.

Having made sure that all groups finished doing the task, the teacher then began to lead class discussion. The teacher asked which group to come to do the crossword firstly. The teacher gave them a big worksheet for their work. Most students wanted to do the crossword. They found the animal names very fast. They also describe those animals correctly because they were familiar with the animals. They did not take much time to do this activity.

After the students doing the task, the teacher then asked them to play a game in Task 10. The game was '*twenty questions*'. The game task was aimed to make the students to provide a realistic context for practicing the specific forms and pronunciation. Before the students playing the game, the teacher explained them the rules. The rules to play this game were, firstly, the teacher asked the students asked to play this game in pairs. Secondly, the students were asked to imagine an animal and let their partner to guess the name of the animal by asking at least twenty questions about the animals' characteristics. The teacher also demonstrated how to play the game with one student in front of the class. Then the students began doing the game. The activity ran naturally. The teacher went around monitoring the students' interaction. She observed that they had a good interaction. She also found that the students' way in giving the clues to their friends were good and understandable. They did not feel shy and reluctant anymore when they asked their friends in English to gain their friends' information. They could understand the meaning of their friend's clues. They also looked confident to perform the game in front of the class.

As the class was over, then the teacher guided them to summarize the lesson on that day. Having made sure that the students did not have any question anymore, and then teacher told them that they were active and smart students. They were very glad to hear that. It was found that giving games to the students could increase their motivation during the teaching and learning process of speaking. Next, the teacher ended the lesson by saying a prayer.

c. Reflection of Cycle II

The implementation in the second cycle was done in three meetings. It was on August 3rd 2012, on August 7th 2012, and on August 10th 2012. After implementing various communicative tasks and speaking games in three meetings, the researcher did reflections. Before the researcher reflecting the actions in Cycle II, she presented the condition of the teaching and learning process in the last meeting of the second cycle. It was presented in the following vignette.

Vignette III
August 10th 2012
R : Researcher
ET: English Teacher
Ss : Students
C : Collaborator

The bell rang at 07.00. **R together with ET and C came in the class. Ss were enthusiastic welcoming them.** Then, R started the lesson by greeting Ss, led prayer, and checked the attendance. No one was absent on that day. After that some students asked R, “*hari ini mau ngapain lagi, miss?*”. Then the teacher answered, “I’ll tell you later.” R reminded them that there would be still a game activity on that day. Then R reviewed the last materials. R asked Ss to mention some descriptions of an animal and a thing. Many of the students could answer the questions. **Spontaneously, they said ‘yeee’ and had chatted one another in sharing their ideas about the descriptions.** R asked them to keep silent first. R asked them to work in group of four. R continued to Task 9. R asked them to do fun crossword. In the crossword, Ss were asked to find six names of animal and they have to describe the animals they found at least in three sentences.

After that, R started to monitor their work. **R came to a group and saw Ss find all the animal names and describe them. R asked whether there was any difficulty or not and they said ‘no’.** R continued monitoring another group. While monitoring that group, R heard a student called R. R come to the students in a group. The student asked the other animals that they could not find. That group also asked the meaning of some difficult words. A student asked, “*miss bahasa inggrisnya menggonggong sama kuku apa miss?*”. Then R came to inform the meaning of the difficult words. R made sure whether all students in groups had done the task.

R asked volunteers to present the result of their work. Unpredictably, there were some students saying ‘aku miss’. R asked the students to come in front of the class. While they were presenting the result of their work, other Ss paid attention to them. Ss could finish Task 9 very fast. They could find and describe those animals in the crossword correctly. It was because they already knew about those animals. When they had finished, R gave a chance to other Ss to give additional descriptions. There were some Ss who gave additional descriptions.

After the students finishing the crossword, R gave Ss another activity. It was ‘*twenty questions*’ game. Ss were very happy and enthusiastic when heard the game. R asked Ss to work in pairs. R told that one student gave the clues about an animal and another one guessed the name of the animal. Before the students began to play the game, firstly, R explained the steps and the rules about the game. R also demonstrated an example about how to play the game. The all students understood. R observed that Ss had a good interaction. R observed that Ss could understand their friends’ clues although with simple sentences. R found one group that was played the game, *Student A: Has four legs?. B: No. A: Is it pet?. B: Yes. A: It jump?. B: Yes. A: Has two tooth in front?. B: Yes, etc.* Then, R went around observing the other groups. R found that there was no serious problems in playing the game and the students were still on the track.

R asked volunteers to come forward. There were some groups who wanted to present in front of the class. Then R asked some paired students to perform how they played the game in front of the class. They performed the game well without any nervousness. They also looked confident to perform in front of the class. Based on their performance, R found that Ss admitted that they had understood about the materials and they did not feel shy or reluctant anymore to use English during the English lesson.

The time almost finished. Then R guided Ss to summarize the whole lesson of the day. R asked whether Ss had questions or not. Ss said that there was not any question anymore. R told Ss that they were active and clever students. Ss of class VIII B were very glad to hear that. They shouted ‘*horrrreee*’. R also announced the most active student. He was Habib and he shouted ‘*asiikk...yeeee*’. R ended the lesson by saying a prayer.

The vignette above showed that there were changes after the researcher conducted communicative tasks in improving the use of English (L2) among learners, the students' speaking practice, motivation, and vocabulary mastery. By implementing the communicative tasks, the students were able to understand the materials better and they were able to practice the language actively. It could be seen from the results of the two cycles. The students' motivation increased when the researcher conducted the games. The students were motivated to present their work in front of the class. They did it willingly. The students were also active to ask questions during class discussion and give their ideas.

At the end of the second cycle, the researcher wrote the reflection in Cycle II. Those were presented as follows.

The use of communicative tasks from the fourth meeting until the sixth meeting was successful to improve the students' speaking practice. By having a lot of practice, the students admitted that those really helped in attracting and stimulating them to speak English during the lesson. This can be seen from the extract interview transcripts below.

(4:21) R: *Menurut kamu bagaimana belajar dengan meggunakan aktivitas seperti ini di kelas?*

(‘What do you think about learning by using these activities in the class’)?

Ss: *Menurut saya bagus sih miss gak bikin bosan, jadi kita bener-bener bisa belajar, miss. Ada gamenya juga jadi bisa belajar sambil maen game.*

(‘I think it is good and it does not make me bored, so we can learn completely. There is a game also, so we can learn while playing the game.’)

(App/B/IT-17/Aug.3,2012)

(4:22) R: *Menurut kamu bagaimana belajar dengan meggunakan aktivitas seperti ini di kelas?*

(‘What do you think about learning by using these activities in the class’)?

Ss: *Sangat mengasikkan miss, bagus. Aku jadi lebih paham dan jadi ngerti kalo ngomong pake bahasa Inggris ternyata gak nakutin. Terus enak kita ngerjainnya sambil main dan gak sendiri-sendiri.*

(‘It is very enjoyable, it is good. I understand better and I know that, in fact, speaking in English is not scary. We can do the tasks while playing the game and we can do that together.’)

(App/B/IT-24/Aug.10,2012)

The use of communicative tasks was successful to improve the students’ use of English (L2) during the lesson. The students admitted that they had big opportunities to practice English in the classroom activities. They also did not feel shy and reluctant anymore to speak English during the lesson. It meant that the students be more accustomed to using English during the lesson. It can be seen from the extract interview transcripts below.

(4:23) R: *Apa kamu lebih termotivasi atau terdorong untuk menggunakan bahasa Inggris selama pelajaran dengan menggunakan aktivitas komunikatif seperti itu?*

(‘Do you think that the use of these communicative tasks help you in motivating and encouraging to use English during the lesson’)?

Ss: *Iya miss. Ya itu tadi, karena aktivitasnya menyenangkan jadi kita gak begitu grogi buat ngomong pake bahasa Inggris. Apalagi kalo pas kerja kelompok kan bisa ngomongnya bareng-bareng ,miss.*

(‘Yes miss. Because the activities are enjoyable so we do not feel nervous to use English. Moreover, when we are working in groups, we can also talk together.’)

(App/B/IT-17/Aug.3,2012)

(4:24) R: *Menurut kamu bagaimana belajar dengan meggunakan aktivitas seperti ini di kelas?*

(‘What do you think about learning by using these activities in the class’)?

Ss: Asyik miss effective. Bisa santai belajarnya. Jadi apa yang kita mau pelajari kita bisa langsung praktek miss jadi lebih bisa masuk.
 ('It is fun miss. So what we want to learn, we can practice it, so we can understand well.')

(App/B/IT-21/Aug.7,2012)

The use of communicative tasks was successful in improving the interaction between the students and teacher, and among the students. Giving direct feedback to the students became the effective way to build the interaction between the students and the teacher. The students were accustomed to sharing their ideas to the teacher. The better interaction could be built by the teacher, the gaps occurred between the teacher and the students. As these activities allowed the students to work in groups and to have discussion, it could increase the interaction among the students. The communicative tasks did not only build the interaction among the students in the group, but also build the interaction one another in the class discussion. When there was good interaction among the students, they could also conduct a good discussion. It could help them in understanding the materials and encouraging them to deliver their ideas and opinions. This can be seen from the extract interview transcripts below.

(4:25) ***R : Kamu senang pakai aktivitas pembelajaran ini di kelas?***
 ('Do you like using these learning activities in the class')?

Ss: Ya senang miss. jadi gak bosan kalau berkelompok gini. Jadi gak cuma diterangin aja dan gurunya yang ngomong terus. Kalau cuma diterangin aja kayak biasanya itu cuma bikin ngantuk miss. Kalau kayak gitu tadi kan, kita jadi aktif.

('Yes,I do. We are not bored if we work in groups. So, the teacher does not merely give explanation and keep talking as it makes me sleepy. If we conduct this activity, we are more active than before.')

(App/B/IT-21/Aug.7,2012)

(4:26) *R : Kamu senang pakai aktivitas pembelajaran ini di kelas?*

(‘Do you like using these learning activities in the class’)?

Ss: Ya senang miss. Kita kan bisa diskusi bersama teman gak cuma ngerjain soal sendiri. Jadi yang kita gak tahu mungkin bisa kita tanyakan ke teman yang lebih tahu. Terus bisa mengakrabkan teman juga.

(‘Yes, I do. We can conduct a discussion with other friends not only doing the exercises alone. When we find difficulties, we can ask our friends to help us. We can get a closer relationship too.’)

(App/B/IT-22/Aug.7,2012)

The use of animal network and fun crossword activities were successful in improving the students’ vocabulary mastery. In the fifth and sixth meetings the students often looked for the words that they did not know in the dictionary. If they still found difficulties, they asked the teacher to guide them in informing the meaning of some difficult words. This can be seen by the extract interview transcripts below.

(4:27) *R : Menurut kamu, animals’ network dan fun crossword bisa nambah kosa kata gak?*

(‘Do you think that the animals’ network and fun crossword can improve your vocabulary mastery’)?

Ss: Iya miss. Aku cuma tahu sedikit kosakata bahasa Inggris. Kalo pake latihan kayak gini kan lumayan. Aku jadi ngerti banyak kata sekarang.

(‘Yes miss. I only know some English words. After doing the tasks, now I know many new words.’)

(App/B/IT-21/Aug.7,2012)

(4:28) *R : Menurut kamu, animals’ network dan fun crossword bisa nambah kosa kata gak?*

(‘Do you think that the animals’ network and fun crossword can improve your vocabulary mastery’)?

Ss: Iya lah miss. Aku senang malah. Apalagi kalau aku bisa nulis banyak kata dan bener. Rasanya senang banget. Kayak pas itu miss pas crossword. Seneng banget bisa nemuin beberapa nama binatang sama penggambarannya.

(Of course, miss. I enjoy doing that. When I can write many words and I know it is true, I'm very happy. Like we did, did the crossword. I'm very happy to find some animal names including the descriptions.)

(App/B/IT-24/Aug.10,2012)

(4:29) *R : Menurut kamu, animals' network dan fun crossword bisa nambah kosa kata gak?*

(‘Do you think that the animals' network and fun crossword can improve your vocabulary mastery’)?

Ss: Iya lah miss. Menarik banget. Aku jadi lumayan tahu banyak kata bahasa Inggris. Soalnya kayak pas kemaren kita disuruh ada animal network itu miss, kita harus cari tahu hal-hal yang berhubungan sama hewannya.

(‘Of course, miss. It's really fun. I know many English words now. It's because when doing the animal network activity last time, we have to find some related things of the animals.’)

(App/B/IT-25/Aug.10,2012)

Giving speaking games to the students was successful to improve the students' motivation in the teaching and learning process of speaking. In the fourth meeting, the students who did not active in the class became one of the active students in the class. In the fifth meeting, the students were not really active in the class but they were willing to perform the game without being asked by the teacher. In the sixth meeting, the students were very active. They played the games well. It can be seen from the extract interview transcripts below.

(4:30) *R: Apakah kamu lebih termotivasi lagi dengan adanya game ini?*

(‘Are you more motivated with the use of the games’)?

Ss: Iya miss. Aku jadi semangat gitu. Gak malu-malu lagi deh kalau mau ngomong atau nanya sesuatu ke temen lain.

(‘Yes miss. I'm enthusiastic in learning. I'm not shy anymore to speak or ask something to the others.’)

(App/B/IT-24/Aug.10,2012)

- (4:31) **R:** *Apakah kamu lebih termotivasi lagi dengan adanya game ini?*
 ('Are you more motivated with the use of the games')?
Ss: *Iya miss lumayan jadi pengen aktif akunya. Apalagi kalau liat temen-temen pada aktif gitu. Aku juga jadi termotivasi untuk aktif juga.*
 ('Yes miss. Even when I see my friends are active, I'm motivated to be active too.')

(App/B/IT-21/Aug.7,2012)

- (4:32) **R:** *Menurut Ibu, apakah dengan adanya aktivitas game seperti ini siswa lebih termotivasi lagi dalam proses pembelajaran?*
 ('Do you think that these games can improve the students' motivation during the learning process')?
ET: *Oh iya mbak, kalau itu pasti ya. Anak-anak memang begitu mbak, kalau ada sesuatu atau kegiatan yang menarik mereka antusias pengen tahu. Saya lihat anak-anak memang jadi lebih aktif, lebih sering ngomong pake bahasa Inggris.*
 ('Yes, of course. Those are the students. When there is something new or an interesting activity, they will be curious. I saw that the students were active during the lesson, and they speaking by using English frequently.')

(App/B/IT-26/Aug.10,2012)

- (4:33) **R:** *Menurut kamu, apakah dengan adanya speaking games seperti ini siswa lebih termotivasi lagi dalam proses pembelajaran?*
 ('Do you think that the speaking games can improve the students' motivation during the learning process')?
C: *Iya sih kalau aku liat. Mereka senang sama aktivitas bermain sambil belajar gitu. Tadi juga ada yang tiba-tiba mau maju kan. Soalnya sebelum kamu kasih games muridnya tuh banyak yang mulai males-malesan itu lho. Liat kan ada yang ngobrol sendiri kamu tegur malah senyum aja. Terus ada yang cuma diem aja.*
 ('Yes, I think. They are happy when they are given the games. There was also a volunteer who wanted to present in front of the class. Before you gave the games, many students tended to be lazy. You saw that there was a student who talked and you warned him, he just smiled. Then there were also students who just kept silent.')

(App/B/IT-27Aug.10,2012)

In conclusion, communicative tasks can improve the use of English (L2) and the students' speaking practice during the lesson. The additional actions i.e. conducting speaking games was successful in improving the students' motivation in speaking during the English teaching and learning process. Besides, conducting fun crossword and animal network tasks was also successful in improving the students' vocabulary mastery.

The reflection above was done based on the observation during the teaching and learning process of speaking and the interviews conducted by the researcher with the English teacher, the students, and the collaborator. It is in line with the concept of democratic, process, dialogic, and outcome validity. Meanwhile, there were three observers in gathering the data. This is in line with the concept of the researcher triangulation. By looking at the results in the second cycle which had shown improvements in the use of English (L2), the students' speaking practice, and the students' motivation in speaking during the English teaching and learning process. Thus, the researcher, the English teacher, and the collaborator decided to stop the cycle.

C. Research Findings

The implementation of the actions in this research was over. Based on the actions, observation, and the reflections, the findings were found as the following issues.

First, communicative tasks are believed to be effective to improve the use of English (L2) and the students' speaking practice. Formerly, the students had

difficulties in speaking. It was because they rarely practiced to speak English during the lesson. By using the kinds of communicative tasks in teaching speaking, the students were able to practice the language they have learnt actively by doing the steps and instructions in the tasks. The students also have big opportunities to practice the language they learnt.

Second, communicative tasks are believed to be effective to improve interaction between the students and the teacher. Previously, the students were shy and did not want to ask the questions when they found difficulties. Also, the teacher only explained the materials without any discussion with the students. The activities in the task allowed the teacher to monitor, guide, and give feedback to the students so that the teacher could know directly if the students had difficulties in learning. By using the tasks, the teacher allowed the students to be accustomed to sharing their ideas and to be brave to ask the questions when they found difficulties in practicing their English.

Third, communicative tasks are believed to be effective to improve the interaction among students. Formerly, the students usually did the activities individually. They seldom asked their friends if they got difficulties in learning. This task allowed the students to build the interaction among them as they had work in pair and in group. It also allowed them to share knowledge and got the closer relationship.

Fourth, communicative tasks are believed to be effective to improve the students' motivation and vocabulary mastery. They were motivated to be able to speak English. However, the teacher needed to give new actions in improving the

students' motivation by conducting speaking games. The other additional actions were conducting fun crosswords and animals' network activities to improve the students' vocabulary mastery.

Fifth, there were some factors that should be considered by the teacher to minimize the problems during the actions. First, the teacher had to consider the time. The teacher should be able to manage the time well so that the activities could be well organized. Second, the teacher should give clear instruction for the students in doing the tasks. It was because there might be some students who had wrong perception about what should be done in each step of the tasks. The last, the teacher should be able to manage and control the class well so that the students did not make a lot of noises.

Sixth, the topic of the tasks influenced and supported the implementation of communicative tasks. When the topic was not interesting for the students, they became lazy and seemed not interested to join the class. However, when the topic was interesting for the students, they would practice well and understand the materials better.

Those findings were summarized in the table 4 below.

Table 4: **The results after implementing communicative tasks**

No	Problems	Cycle I	Cycle II
1.	The students were shy and reluctant to speak English (L2) during the lesson	The students were willing to practice their English by implementing communicative tasks although at first they felt shy and reluctant to use English. They also had to adapt with the activities in the tasks and they thought that the tasks were complicated for them.	The students were willing to practice their English. They did not feel shy and reluctant anymore to speak English during the lesson. They looked more comfortable to use English during the lesson.
2.	The teacher and the students used Indonesian (L1) more than English (L2) during the lesson	The use of English (L2) during the lesson increased but there were many students who still used Indonesian (L1).	The use of English (L2) during the lesson increased. Only some students were still used Indonesian (L1).
3.	The communication came from the teacher only (teacher-centered)	The communication between the teacher and the students increased. However, there were some students who still shy to ask questions to the teacher and to give their ideas during the class discussion.	The students and the teacher had better communication in discussing the materials and the tasks. The students were active to give their ideas and opinions to the teacher and to the other students.
4.	The students got bored with the classroom activities	Some students were more interested in the teaching and learning process of speaking but there were some students were still not interested.	Most of the students were more interested in the teaching and learning process of speaking

5.	The materials and the tasks were mostly taken from textbook and LKS. There were many activities in those books but only were oral activities	The materials and the tasks given to the students were various. The teacher gave some oral activities to improve the students' speaking practice.	The materials and the tasks given to the students were more various. The teacher varied oral activities and speaking games to improve the use of English (L2) and the students' speaking practice. Also, the teacher conducted the animals' network and crossword tasks to improve the students' vocabulary mastery.
6.	The students lacked vocabulary	The tasks given by the teacher motivated the students to find new English words.	The vocabulary learning tasks motivated the students to learn English words independently and improved the students' vocabulary mastery.

D. Discussion

The research was focused on improving the use of English (L2) and the students' speaking practice by using communicative tasks. These tasks were implemented both in the first cycle and the second cycle. The findings of the research showed that communicative tasks were successful in improving the students' use of English (L2) and the students' speaking practice during the English lesson. From the findings, the discussions were presented as follows.

Communicative tasks allowed the students to interact with each other actively using English (L2). In doing the tasks, the students were required to communicate with others by using English because they were asked to work in pairs or in groups. This finding was in line with Clark and Pattinson in Nunan (1989: 67-68) which is said about activities that could involve learners in interaction.

Implementing communicative tasks allowed the students to use and learn English (L2) actively and communicatively. During the teaching and learning process of speaking, they used English (L2) more than Indonesian (L1). It meant that during the English teaching and learning process, the students were actively involved during the lesson by using principles of communicative methodology as it stated by Johnson and Morrow (1981: 60-65) and Harmer (2001: 85) which are said about principles of communicative methodology in facilitating the best language learning.⁸

By using communicative tasks, the students could also build a good communication with one another. When a good communication was built, the students would have a closer relationship. It meant that communicative tasks could treat the students to be sociable. It also meant that communicative tasks could help the students to develop their communicative and linguistic skills. This finding was in line with Nunan (1989:32) which said about the factors of successful oral communication.

However, some students were passive during the class discussion. It happened because of some factors. Based on some interviews with the students, they admitted that they were not accustomed and shy to speaking English during the lesson. They also said that other students would shout them when they spoke. Having such a kind of these conditions, the researcher needed to solve the problems by providing some new actions such as conducting speaking games, animal network, and fun crossword activities in the English teaching and learning process.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

The research is focused on improving the students' practice in using L2 by using communicative tasks during the English lesson. The researcher used action research as the method in this research. She conducted the research from July 24th until August 10th 2012 during the first semester of the academic year of 2012/2013. The researcher implemented communicative tasks in both Cycle 1 and Cycle 2. She also implemented the additional actions such as conducting speaking games, animal vocabulary network and fun crosswords tasks. To support the result of the research, the researcher presented the data in the form of qualitative data. The data were presented as follows.

From the first cycle, the researcher found that communicative tasks could improve the students' practice in using L2. However, the use of communicative tasks could not really improve the students' motivation. That was why the researcher felt that she had to give some new actions in Cycle II.

From the second cycle, the researcher found that the new actions such as speaking games could improve the students' motivation in the teaching and learning process of speaking. She also conducted animal network and fun crossword tasks to improve the students' vocabulary mastery. Shortly, the researcher found that the tasks in both Cycle 1 and Cycle 2 were effective in improving the use of L2 and the students' speaking practice during the lesson.

B. Implications

Based on the findings above, the implications of the study were as follows:

1. The use of communicative tasks was effective to improve the students' practice in using English (L2). It allowed the students to have a lot of practice in speaking English by following the steps in the communicative tasks.
2. The use of communicative tasks was very effective. It allowed the students to have social and communicative skills by having discussion and interaction with others. They also were happy to do such of kind activities.
3. The use of speaking games was effective. It could allow the students to have practices in practicing the language without any reluctance and nervousness. They enthusiastic to do those games.
4. The use of vocabulary learning activities (animals' network and fun crossword) was very effective. It allowed the students to find and look for many new English words in the tasks.
5. Creating the various activities for the students to practice speaking in English was effective. The students were motivated in speaking as they were interested in the activities.

In conclusion, communicative tasks give sadvantages in learning English. The use of communicative tasks could improve the students' practice in using English (L2) actively. The students were enjoy and confident to speak in English by using the tasks. They liked to have interaction with their friends. By having a good interaction, the students had big opportunities to use English

(L2) during the lesson. However, the tasks had to be added with other actions such as conducting speaking games, using animal network and fun crossword tasks to improve the students' motivation and vocabulary mastery in the English teaching and learning process.

C. Suggestions

Based on the conclusion and the implication above, some suggestions will be directed toward the students, the English teacher, and other researchers.

1. To the students

The students should practice speaking English more in the lesson. If they find difficulties in speaking, they can ask their teacher to give activities to stimulate them to practice speaking in English. Before they doing the activities, they have to understand what they should do in every step. The teacher can also lead the activities.

2. To the English teachers

For the English teachers, it will be better for them to be more creative in choosing and creating the activities that will be conducted in the teaching and learning process of speaking. When they use communicative tasks, they have to consider the situation of the class by creating a good atmosphere in the class during the teaching and learning process of speaking so that the students feel comfortable and enjoy the lesson. They also have to consider the time. The English teachers have to be creative in choosing the topics and provide various activities for the students.

3. To other researchers

This research was focused on improving the eighth grade students' use of English (L2) in the English classroom at SMPN 4 Wonosari by using communicative tasks. For other researchers who want to conduct a research using the same technique, they have to prepare the activities well. They have to know exactly how the activities are conducted to teach speaking.

References

- Brown, Douglas H. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd Ed). New York: Longman.
- Burns, A. (2010). *Doing Action Research in English Language Teaching (A guide for Practitioners)*. New York: Routledge
- Burns, Anne. (1999). *Collaborative Action Research for English Language Teachers*. Cambridge: Cambridge University Press.
- BSNP. (2006). *Panduan Penyusunan KTSP Jenjang Pendidikan Dasar dan Menengah*. Jakarta: Depdiknas.
- Cameron, Lynne. (2001). *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press.
- Celce-Murcia, M. (2001). *Teaching English as a Second or Foreign Language*. United State: Thomson Learning.
- Clark, H.H. and Clark, E.V. (1977). *Psychology and Language: An Introduction to Psycholinguistics*. New York: Harcourt Brace Jovanovich, Inc.
- Depdiknas. 2006. *Kurikulum Tingkat Satuan Pendidikan*. Jakarta: Depdiknas.
- Estaire, S. and J. Zanon. (1994). *Planning Classwork: A Task-Based Approach*. Oxford: Macmillan Heinemann.
- Harmer, J. (2001). *The Practice of English Language Teaching*. London: Longman.
- Hornby, A.S. (2002). *Oxford Advanced Learner's Dictionary*. Great Britain: Oxford University Press.
- Johnson, Keith and Morrow, Keith. (1981). *Communication in the Classroom: Applications and Methods for a Communicative Approach*. London: Longman.
- Larsen-Freeman, Diane. (2000). *Techniques and Principles in Language Teaching* (2nd Ed). Oxford: Oxford University Press.
- Nunan, David. (1989). *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press.
- Savignon, S.J. (1983). *Communicative Competence: Theory and Classroom Practice*. Massachusetts: Addison Wesley Publishing Company.
- Suparman. (2007). *Model KTSP SMP dan MTs 2007*. Solo: PT Tiga Serangkai Pustaka Mandiri.

APPENDICES

APPENDIX A
Field Notes

FIELD NOTES

No : FN.01
 Hari, tanggal : Sabtu, 12 Mei 2012
 Jam : 07.30
 Kegiatan : Meminta Izin untuk penelitian
 Tempat : Ruang Tamu
 Ket : P : Peneliti
 BR : Bu Retno Kurniasih, S.Pd (Guru Bahasa Inggris Kelas VII&VIII)
 PD : Pak R. Danang Soetandyo (Kepsek & Guru Bahasa Inggris kelas XI)

P tiba di sekolah pada pukul 07.30 WIB dan langsung menuju ke BR yang sebelumnya sudah kontak via telepon. P mengemukakan tujuan P datang ke sekolah tersebut untuk bertemu dengan PD. BR memberitahu P bahwa PD sedang ada kepentingan dinas sampai pukul 09.30. Sambil menunggu PD, P mengobrol dengan BR yang kebetulan juga guru bahasa Inggris. P dengan BR membicarakan tentang skripsi dan penelitian yang akan dilakukan. Setelah PD akhirnya tiba di sekolah, BR meminta P untuk langsung ke ruang guru menemui PD. P kemudian ke ruang tamu dan menemui PD. Beberapa saat kemudian PD datang. P mengemukakan maksudnya untuk meminta izin melaksanakan penelitian di sekolah tersebut.

PD : Selamat pagi mbak Lia. Gimana ada yang bisa saya bantu?

P : Selamat pagi Bapak. Jadi begini Pak, sebelumnya, maksud kedatangan saya adalah pertama untuk silaturahmi. Kedua, saya minta maaf karena semester lalu saya belum jadi melakukan penelitian di sekolah ini Pak. Dan ketiga, saya ingin meminta ijin bapak lagi untuk saya bisa penelitian di sekolah ini Pak semester ganjil depan. Rencananya saya mau ambil kelas VIII. Tapi tentunya saya nanti mau observasi dulu juga Pak. Saya tadi juga sudah ngobrol banyak sama bu Retno (Guru Bahasa Inggris kelas VII&VIII).

PD : Itu penelitian nya tentang apa ya mbak?

P : Tentang *speaking* Pak.

PD : Berarti PTK gitu ya.

P : Iya Pak, ini *action research*, PTK.

PD : Oh ya. Trus mau ambil kelas berapa? Ya monggoh saja mbak, kapanpun mbak Lia mau penelitian, silahkan datang saja. Saya memberikan ijin sepenuhnya ya. Urusan lain-lainnya nanti dibicarakan saja sama bu Retno ya.

P : Iya Pak, saya tadi juga sudah ngobrol sama bu Retno. Saya ingin mengambil kelas VIII saja Pak. Tadi bu Retno juga setuju Pak.

PD : Udah, gitu saja? Ada lagi mbak yang mau dibicarakan?

P : Iya Pak sudah cukup. Nanti saya mau ngobrol lagi sama bu Retno Pak.

PD : Iya silahkan mbak semua yang dirasa penting langsung saja sama bu Retno ya.

P : Iya Pak. Sebelumnya terima kasih banyak.

PD : Iya sama-sama mbak Lia.

No : FN.02
Hari, tanggal : Sabtu, 12 Mei 2012
Jam : 10.00
Kegiatan : Meminta Izin untuk penelitian
Tempat : Ruang Guru
Ket : P : Peneliti
BR : Bu Retno Kurniasih, S.Pd (Guru Bahasa Inggris Kelas VII&VIII)

Begitu P selesai membicarakan tentang izin penelitian dari Kepsek, P kembali menemui BR di ruang guru, yang kebetulan tidak ada jadwal mengajar.

P : Maaf bu mengganggu lagi. Tadi saya sudah izin sama Pak Danang Bu. Beliau sudah setuju.

BR : Oh iya. Trus nanti gimana mbak ada yang bisa saya bantu sebelum mbak Lia penelitian?

P : Iya begini bu. Nanti sebelum saya ngajar masuk kelas, saya ingin mengadakan observasi dulu dikelas ibu. Soal kelas yang akan saya pakai saya manut ibu aja mau yang mana.

BR : Begini, kan penelitiannya masih nanti awal semester mbak. Jadwal semester depan juga baru keluar sekitar akhir Juni. Apa nanti saya hubungin mbak Lia aja ya. Kalo masalah kelas mana. saya juga terserah mbak Lia aja. Skripsinya tentang speaking kan? Bagus itu mbak. Sebelumnya kan belum pernah ada penelitian speaking disini.

P : Iya bu terima kasih banyak. Kalau menurut ibu kemampuan *speaking* murid-murid dikelas gimana Bu?

BR : Ya gitu pada malu kalau suruh ngomong dikelas, kebanyakan pada diem dengerin saya ngomong didepan kelas. Kalau dipaksa juga gimana mbak, udah mudeng materinya aja udah bagus. Nanti mungkin mbak Lia bisa bantu saya ngajar *speaking* pake metode mbak.

P : Iya bu mudah-mudahan cukup berhasil ya Bu.

BR : Udah gitu aja? ada yang mau ditanyakan lagi?

P : Iya segitu dulu aja Bu. Nanti kalau sudah waktunya tahun ajaran baru, saya kabarin ibu lagi ya. Terima kasih banyak, saya permisi pulang dulu Bu.

BR : Iya, nanti saya juga kabari mbak Lia kalau ada apa-apa ya. Ati-ati pulangnye mbak Lia.

Setelah selesai berbincang dengan BR, P pulang daan berencana untuk menemui BR lagi sesudah ada kabar dari BR.

No : FN.03
Hari, tanggal : Senin / 9 Juli 2012
Jam : 08.00
Kegiatan : Membicarakan masalah yang berkaitan dengan speaking dan menentukan kelas yang akan dipakai serta jadwal penelitian
Tempat : Ruang Guru
Ket : P : Peneliti
BR : Bu Retno Kurniasih, S.Pd (Guru Bahasa Inggris Kelas VII&VIII)

P tiba di sekolah pada pukul 08.00 WIB. P langsung menuju ruang guru untuk menemui BR seperti yang sudah disepakati sebelumnya melalui telepon. Tak lama kemudian, BR mendatangi P. P dan BR berbincang mengenai masalah-masalah yang berkaitan dengan speaking. BR menyarankan agar P menggunakan kelas VIII dengan pertimbangan karena siswa kelas VIII sudah agak terbiasa dalam pelajaran bahasa Inggris tapi memang mengalami kesulitan dalam berbicara dalam bahasa Inggris dan penggunaan bahasa Inggris di kelas kurang aktif. Kemudian P meminta BR untuk dapat melakukan observasi terlebih dahulu. BR memberikan izinnya dan meminta P untuk memberitahu P kapan observasi akan dilakukan. BR juga memberikan waktu yang dapat diberikan untuk penelitian. P menyanggupinya dan berpamitan dengan BR. P kemudian pamit pulang.

No : FN.04
Hari, tanggal : Selasa / 17 Juli 2012
Jam : 10.00
Kegiatan : Observasi dan konsultasi rpp cycle I
Tempat : Ruang Kelas VIIIB
Ket : P : Peneliti
BR : Bu Retno Kurniasih, S.Pd (Guru Bahasa Inggris Kelas VII&VIII)

. P tiba di sekolah pada pukul 9.30 dan langsung menuju ruang guru seperti yang sudah disepakati pada hari sebelumnya melalui telepon. Sampai di ruang guru, baru beberapa guru yang datang. P menyapa salah satu guru dan memberitahu maksud kedatangan P, yaitu ingin menemui BR.. Sambil menunggu bel berbunyi, P berbincang dengan BR.. Pukul 9.55 tepat bel berbunyi. BR mengajak P untuk langsung menuju kelas. Sampai di kelas, BR meminta P untuk langsung duduk di kursi bagian belakang. BR pun memulai pelajaran sementara P mencatat kejadian selama proses belajar mengajar berlangsung. Pada pukul 11.10 bel tanda pelajaran usai berbunyi. BR mengajak P untuk meninggalkan kelas. Setelah sampai di ruang guru, P berdiskusi mengenai beberapa hal yang terjadi selama proses belajar mengajar berlangsung, terutama ketika BR menanyakan materi kepada para siswa dan hanya sedikit siswa yang mau menjawab. P bertanya kepada BR apakah hal tersebut sering terjadi dan BR mengiyakan. BR berkata bahwa memang para siswa malu untuk memberi pendapatnya dan walaupun ada yang mau menjawab itu hanya satu atau dua orang siswa saja. Setelah berbincang cukup lama, P meminta izin untuk mewawancarai beberapa siswa pada jam istirahat. BR memberikan izinnya. Beberapa saat kemudian bel tanda istirahat berbunyi. P segera menuju kelas VIIIB lagi dan mewawancarai 2 orang siswa. Setelah istirahat, P kembali berbincang dengan BR yang kebetulan belum ada jadwal mengajar lagi. P mengkonsultasikan rpp I yang akan dipakai dalam penelitian dan sudah dikonsultasikan dengan pembimbing. BR membaca dengan seksama dan membolehkan rpp dan materi tersebut dipakai sebagai acuan dalam melakukan penelitian cycle I nanti. Setelah itu, P pamit pulang.

No : FN.05
Hari, tanggal : Selasa / 24 Juli 2012
Jam : 09.55
Kegiatan : Pertemuan I (cycle 1)
Tempat : Ruang Kelas VIIIB
Ket : P : Peneliti
 BR : Bu Retno Kurniasih, S.Pd (Guru Bahasa Inggris)
 DS : Dyah Setya (kolaborator)

P datang kesekolah pukul 9.30 ditemani oleh DS. P ditemani oleh DS karena P sebagai pengajar dan DS membantu P untuk mengambil foto dan menuliskan kejadian-kejadian yang mungkin tidak bisa dicatat oleh P sendiri selama proses pembelajaran berlangsung. Kemudian P langsung menuju ruang guru untuk menemui BR dan memberitahu bahwa P telah siap untuk memulai penelitian.

Pukul 9.55 tepat bel berbunyi. P, BR, dan DS bergegas menuju ruang kelas. Sampai di ruang kelas, Ss kelihatan bingung dengan kedatangan P, BR, dan DS. Kemudian, BR meminta waktu sebentar. BR menyapa Ss dan memperkenalkan P kepada Ss. BR menjelaskan kepada mereka bahwa selama beberapa pertemuan yang akan datang, P yang akan mengajar, bukan BR. Setelah itu, P dipersilakan mengajar oleh BR. P memperkenalkan diri kembali dan memberitahu maksud dan tujuan P. Sementara P mengajar, BM dan DS duduk dibelakang.

P memulai pelajaran dengan berdoa dan mengecek siapa yang tidak hadir pada hari itu. Setelah itu, P memberikan apersepsi kepada Ss tentang materi pembelajaran hari ini dengan memberikan beberapa pertanyaan. Sebelum P memberikan pertanyaan, P terlebih dahulu memperkenalkan diri. P juga memperkenalkan keluarga dengan menunjukkan foto kepada Ss. P memperlihatkan keluarga satu per satu sesuai yang ada di foto. Selain itu P menceritakan tentang idola favoritnya dengan menunjukkan gambar idola tersebut kepada Ss. Setelah itu P mulai bertanya kepada Ss, "*What about you? Do you have favorite idol too? Can you tell me who is your favorite idol?*". Beberapa Ss diam, tapi tetap memperhatikan. Ada siswa yang menjawab dengan bahasa Indonesia "*Yes miss. Itu lho Afgan sama Kim Bun miss ganteng hehe..*". Ada siswa lain yang menjawab "*Tasya miss, sama mba Dian Sastro*". Sementara siswa yang lain menjawab artis-artis lain. Kemudian P memberitahukan kepada Ss tujuan pembelajaran, yakni mengenai descriptive teks, mendeskripsikan bentuk fisik seseorang, dengan topik favorite idol.

Setelah itu, P memberikan modul task dan materi kepada Ss. P meminta Ss untuk melihat Task 1. P meminta pendapat Ss tentang kedua artis tersebut. P bertanya, "*Do you know about the artist? Who are they then?*". Sebagian besar siswa tahu dan menjawab, "*Tahu miss, itu bintang Full House sama Mario Maurer*". Kemudian P bertanya lagi, "*What do you think about them?*". Ss menjawab dengan antusias dan diskusi kelas pun berjalan lancar dan komunikatif.

Selanjutnya, P meminta Ss untuk berkelompok yang terdiri dari 4 orang tiap kelompok. P meminta Ss untuk beralih ke task selanjutnya yaitu mengidentifikasi beberapa artis termasuk profesinya. Hampir tiap group manjawab dengan baik tanpa ada masalah. Kemudian, P meminta Ss untuk berlanjut ke task berikutnya yaitu Task 3 tentang penjelasan lebih detail tentang bagaimana mendeskripsikan seseorang. Hampir tiap siswa mengerti dengan baik penjelasan tersebut. Untuk mengecek apakah siswa mengerti dengan baik, P meminta Ss untuk mengerjakan Task 4 yaitu mendeskripsikan bentuk fisik beberapa artis. Dalam mengerjakan task tersebut, P berkeliling untuk

P menemukan bahwa hamper tiap group berdiskusi dengan baik. Tetapi banyak siswa yang walaupun sudah tahu artisnya masih bingung untuk menyusun kalimat bagaimana untuk mendeskripsikan artis-artis tersebut. **P menemukan siswa menulis, "He is handsam". Kemudian P bertanya, "How do you get this word? Is it correct?". Siswa tersebut menjawab, "Bagas yang bilang gitu, miss".** P beralih ke group lainnya. P juga menemukan kalimat, "He is pointic nose". P bertanya kepada siswa yang menulis kalimat tersebut, "What the sentence do you want to write?" siswa tersebut pun menjawab, "Saya mau bilang kalo dia punya hidung mancung miss". Dari kegiatan tersebut terlihat bahwa siswa masih belum dapat menulis kalimat dalam bahasa Inggris dengan benar karena mereka tidak terbiasa dengan kata-kata bahasa Inggris.

Melihat adanya fenomena ini, P meminta Ss untuk lebih berhati-hati dalam mendeskripsikan bentuk fisik seseorang dan P meminta mereka untuk bertanya ketika ada kesulitan. Karena dalam prakteknya, masih banyak siswa yang menyusun dan menulis kata-kata bahasa Inggris dengan tidak tepat. Selanjutnya P berkeliling ke setiap group untuk memberikan feedback.

Untuk kegiatan selanjutnya, P meminta Ss untuk melaporkan hasil pekerjaan mereka di depan kelas. Berdasarkan kegiatan ini, P menemukan bahwa hanya ada beberapa group yang dapat mendeskripsikan bentuk fisik artis-artis tersebut dengan tepat. Juga terdapat beberapa siswa yang hanya duduk tetapi tidak memperhatikan penjelasan teman-temannya. Dan walaupun P sudah memberikan penjelasan.

Karena waktu yang sudah habis, P tidak dapat melanjutkan Task berikutnya. Kemudian P meminta Ss untuk mempersiapkan aktivitas berikutnya yaitu kegiatan survey minggu depan. Kemudian P mengakhiri pelajaran dengan berdoa.

No : FN.06
 Hari, tanggal : Jumat / 27 Juli 2012
 Jam : 07.00
 Kegiatan : Pertemuan II (cycle 1)
 Tempat : Ruang Kelas VIIIB
 Ket : P : Peneliti
 BR : Bu Retno Kurniasih, S.Pd (Guru Bahasa Inggris)
 DS : Dyah Setya (kolaborator)

P datang kesekolah pukul 6.45 ditemani lagi oleh DS. Kemudian P langsung menuju ruang guru untuk menemui BR dan memastikan bahwa P telah menyiapkan segala sesuatu yang dibutuhkan dalam kegiatan pembelajaran hari ini. Setelah jam 7.00 tepat bel berbunyi, P bersama BR dan DS langsung menuju ruang kelas.

Sampai di ruang kelas, P yang langsung mengajar sementara BR dan DS duduk dibelakang. Pada saat P masuk, suasana kelas masih agak ramai, Ss masih sibuk dengan urusannya masing-masing. Setelah P menyapa mereka, kemudian mereka diam. P membuka pelajaran dengan berdoa. Lalu, P mengecek persensensi. Ada satu siswa yang tidak masuk pada hari ini. **Setelah itu, P mengulas kembali pelajaran yang lalu dengan memberikan pertanyaan, "What did you learn last week?".**

Beberapa Ss menjawab “mendeskripsikan bentuk fisik artis, miss”. Hampir semua Ss mengingat materi yang diberikan oleh P. tetapi ada beberapa siswa yang hanya terdiam. Kemudian P melanjutkan dengan pertanyaan lain, “*So, what kind of text it is? Does anybody know?*”. Ketika P memberikan pertanyaan tersebut, Ss diam. P memberikan kesempatan kepada mereka untuk berfikir sejenak tentang text yang telah mereka baca. Setelah beberapa saat P bertanya kembali dg pertanyaan yg sama. Hampir semua Ss menjawab, “teks descriptive”, dan yang lain diam tapi tetap memperhatikan.

Kemudian, P menjelaskan bahwa Ss akan melakukan kegiatan survey hari ini. P menjelaskan langkah dan peraturan dalam kegiatan survey tersebut. Mendengar kegiatan ini, para siswa terlihat sangat senang dan antusias.

Sebelum Ss mengerjakan kegiatan ini, P membagikan kertas kerja untuk para siswa menulis hasil survey mereka. Dalam kegiatan ini, para siswa diminta untuk bekerja dalam kelompok yang terdiri dari 4 orang. Setelah kegiatan berlangsung, P berkeliling untuk memonitor kerja para siswa. Ketika P berkeliling memonitor para siswa, P menemukan bahwa tiap group mampu untuk mencari informasi dari teman mereka dengan baik. **Para siswa melakukan interaksi dengan baik, walaupun ada beberapa kesalahan pengucapan kata dan grammar.** P menuju ke sebuah group dan bertanya, “*Do you get the information?*”. Siswa pun menjawab, “*Yes, miss, saya dapat informasinya dia nech, hehe..*”. Tetapi realitasnya dia menulis kalimat yang sama dengan salah satu teman di groupnya. Di dalam kegiatan ini, P tidak menuntun siswa dalam setiap langkahnya karena P ingin interaksi antar siswa berjalan dengan natural. Di dalam kegiatan ini, P menemukan bahwa para siswa berinteraksi dengan baik. Siswa juga terlihat ingin tahu dan tertantang untuk melakukan kegiatan ini. Semua siswa memberikan partisipasinya dengan aktif selama melakukan kegiatan pembelajaran. P menuju ke sebuah group dan menemukan siswa sedang melakukan komunikasi. S1: “*Hi, good morning*”. S2: “*Hi, good morning*”. S1: “*May I know who is your favorite idol?*” S2: “*Yes, of course. My favorite idol is Afgan.*” S1: “*Who is he? What he looks like?*” S2: “*He is a singer. He is tall, handsome and wearing sunglasses. He has brown skin and short black hair.*”

Setelah mengetahui semua siswa selesai dengan kegiatan survey mereka, P meminta Ss untuk melaporkan hasil survey mereka di depan kelas secara lisan. Sebelum para siswa melaporkan hasil kerja mereka, P menjelaskan cara untuk memulai bagaimana mereka melaporkan hasilnya. P memberikan format kalimat untuk digunakan para siswa untuk melaporkan hasil kerjanya. P meminta seorang siswa sebagai sukarelawan tetapi siswa diam dan tidak mau. Lalu P menunjuk seorang siswa. Kemudian siswa tersebut melaporkan hasil kerjanya secara lisan. P menemukan bahwa siswa tersebut melaporkan hasil kerjanya dengan baik, walaupun ada beberapa kesalahan pelafalan dan grammar. Semua siswa dan memperhatikan. Setelah itu P meminta 4 orang siswa lain lagi karena waktu yang terbatas. P juga menemukan siswa yang lain mampu melaporkan hasil kerjanya dengan baik walaupun ada beberapa siswa yang lain yang masih belum begitu tepat dalam mendeskripsikan.

Karena waktu yang sudah habis, P merangkum materi pelajaran hari tersebut bersama-sama dengan siswa. Para siswa mengerti dengan baik materi deskriptif text termasuk tujuan dan strukturnya. Sebelum mengakhiri pelajaran, P meminta Ss untuk membawa foto keluarga sebagai media kegiatan pertemuan berikutnya. P mengakhiri pelajaran dengan berdoa bersama-sama.

No : FN.07
 Hari, tanggal : Selasa / 31 Juli 2012
 Jam : 09.55
 Kegiatan : Pertemuan III (cycle 1)
 Tempat : Ruang Kelas VIIIB
 Ket : P : Peneliti
 BR : Bu Retno Kurniasih, S.Pd (Guru Bahasa Inggris)
 DS : Dyah Setya (kolaborator)

Bel berbunyi tepat pada jam 09.55. P, BR, dan DS segera menuju ke ruang kelas. Ketika P, BR, dan DS sampai dikelas, para siswa sedang sibuk menyusun bangku. BR dan DS duduk dibangku belakang. P membuka pelajaran dan memimpin doa. P juga mengecek kehadiran siswa. Semua siswa hadir pada hari tersebut. Kemudian P mengulang sekilas tentang materi pertemuan yang lalu dengan mengajukan beberapa pertanyaan. Sebagian besar siswa aktif menjawab pertanyaan dari P. sebagian besar siswa ingat tentang materi pertemuan sebelumnya.

Selanjutnya P menjelaskan kegiatan pembelajaran hari tersebut. P menjelaskan bahwa Ss akan belajar mendeskripsikan bentuk fisik keluarga mereka masing-masing dengan menggunakan foto keluarga yang sudah mereka bawa secara lisan didepan kelas.

Beberapa siswa senang dengan kegiatan ini. Beberapa siswa berkata, “Gak pernah dapat tugas kayak gini miss, senang kalo kayak gini.”. siswa yang lain berkata, “saya senang sama kegiatan kayak gini tapi malu miss mau nunjukkin fotonya”. Dan siswa yang lain pun berkata” kenapa gak milih kegiatan yang lain, miss, huuh”.

Sebagian besar siswa antusias dan senang untuk mengikuti kegiatan pembelajaran ini. Sebelum para siswa mengerjakan kegiatan ini, P menunjukkan terlebih dahulu bagaimana cara untuk mendeskripsikan bentuk fisik keluarga dengan sebuah foto secara lisan. Sebagian besar para siswa mengerti.

P meminta Ss untuk segera menyiapkan foto keluarga masing-masing. Setelah itu P berkeliling kelas untuk memastikan persiapan para siswa. Sebelum melakukan kegiatan tersebut, para siswa meminta waktu untuk berlatih dan menyiapkan tulisan tentang keluarga mereka. P menyanggupinya.

Ketika P berkeliling kelas, ada seorang siswa bertanya kepada P,” ,” ***Miss, kalo saya mau ngomong gini udah bener belum? Pake adjective kan ya miss?”.*** Kemudian P menuntun siswa tersebut dan mengevaluasi kalimatnya. P menemukan bahwa hampir kalimat yang ditulis benar. P mengetes bagaimana siswa tersebut melafalkan kata-kata tersebut. P berkata,”Yes, good. Now read the sentences until here.”

Setelah memastikan semua siswa siap untuk memulai kegiatan tersebut, P meminta Ss untuk mendeskripsikan keluarga mereka secara lisan didepan kelas menggunakan format kalimat yang disediakan oleh P. P meminta satu orang siswa sebagai sukarelawan. Seperti biasa tidak ada yang bersedia maju. Kemudian P menunjuk salah satu siswa. P menanyakan ada pertanyaan atau komentar dari siswa lain. Para siswa pun menjawab tidak ada. P menunjuk siswa yang lain. Karena waktu yang terbatas, P hanya menunjuk delapan siswa untuk maju kedepan.

Selanjutnya P meminta Ss untuk mengulas materi keseluruhan selama tiga pertemuan. P bertanya kembali kepada Ss apakah ada yang masih belum jelas. Ss berkata sudah mengerti dan jelas terhadap materinya. Kemudian P mengakhiri pelajaran dengan mengajak doa bersama-sama.

No : FN.08
Hari, tanggal : Rabu / 1 Agustus 2012
Jam : 08.00
Kegiatan : Diskusi hasil cycle 1 dan membahas cycle 2
Tempat : Ruang Guru
Ket : P : Peneliti
BR : Bu Retno Kurniasih, S.Pd (Guru Bahasa Inggris)

P tiba di sekolah pukul 8.00 sesuai yang telah disepakati dengan BR melalui telepon. P langsung menuju ruang guru untuk menemui BR. Setelah menyapa P, BR mempersilahkan P untuk duduk. P dan BR membicarakan implementasi pada pertemuan ketiga. Kemudian P dan BR sepakat untuk mengakhiri cycle I karena memang masalah yang pokok pada speaking practice sudah bisa diatasi. Kemampuan para siswa dalam menggunakan bahasa Inggris selama pelajaran sudah meningkat. Oleh karena itu BR menyarankan pada P untuk menghentikan cycle I. Setelah itu, P dan BR membicarakan rencana cycle II. Karena masalah yang masih belum terselesaikan mengenai motivasi siswa dalam proses pembelajaran, terutama pada waktu diskusi kelas, P dan BR sepakat untuk menambah kegiatan games. Setelah cukup lama berbincang dan sudah terdapat kesenakatan antara P dan BR. P meminta izin untuk namit nulang.

No : FN.09
Hari, tanggal : Jumat / 3 Agustus 2012
Jam : 07.00
Kegiatan : Pertemuan IV (cycle II)
Tempat : Ruang Guru
Ket : P : Peneliti
BR : Bu Retno Kurniasih, S.Pd (Guru Bahasa Inggris)
DS : Dyah Setya (Kolaborator)

P datang kesekolah pukul 6.45 ditemani lagi oleh DS. Kemudian P langsung menuju ruang guru. Karena BR belum datang, P bersama DS menunggu di ruang tunggu. Ketika BR datang, P langsung menemui BR dan memberitahu kembali rencana untuk cycle II seperti yang sudah disepakati dengan BR sebelumnya. Setelah jam 7.00 tepat bel berbunyi, P bersama BR dan DS langsung menuju ruang kelas.

P masuk kelas disambut dengan gembira oleh Ss. P menyapa mereka dan memulai pelajaran dengan berdoa. P mengecek kehadiran siswa. Semua siswa hadir pada hari tersebut. Sebelum P mengulas kembali pelajaran minggu lalu, P menjelaskan kepada Ss bahwa P akan memberikan games.

P lalu mengulas materi pelajaran sebelumnya. Ketika P bertanya beberapa hal terkait dengan pelajaran minggu lalu, ternyata Ss masih mengingatnya. P bertanya "What did you learn last week?", Ss menjawab "Descriptive miss, describe person", P "Okay, do you have any question about describing a person's physical appearances?", Ss "No". Kemudian P memberikan apersepsi mengenai materi yang akan dipelajari hari ini. Sebelum P bertanya kepada Ss, P terlebih dahulu menceritakan benda dan hewan kesayangannya sambil menunjukkan foto kepada Ss. Untuk menciptakan suasana yang komunikatif, P mulai mengadakan diskusi kelas dengan mengajukan pertanyaan. P bertanya "Do you have favorite thing and favorite animal?".

Beberapa siswa menjawab “Yes”. P “What is that?”, Ss menjawab “I like teddy bear and cat, miss”. P “All right, today we are going to learn about describing things and animal”. Ss terlihat antusias sekali dengan topik hari ini. Ss “really miss?”. Lalu P meminta Ss untuk berkelompok kembali. Setelah Ss memilih kelompoknya, P membagikan Task Unit 2 pada setiap kelompok 2 modul. Ss terlihat tidak sabar untuk membaca modulnya.

Setelah itu, P meminta Ss untuk melakukan task selanjutnya yaitu mengidentifikasi beberapa benda. Pada pertemuan ini, diskusi berjalan semakin natural. Ss sudah mengetahui karakter task tersebut. P juga tidak harus menuntun langkah demi langkah lagi. Meskipun demikian, P tetap memonitor dan memberikan feedback dari kelompok satu ke kelompok yang lainnya. Pada waktu P mendatangi satu kelompok, mereka sedang menulis deskripsi dari benda-benda tersebut. Tidak ada masalah dalam mengerjakan task tersebut, maka P melanjutkan ke task berikutnya yaitu tentang language focus explanation. Setelah P menjelaskan materi tersebut, Ss mengerti karena memang materi ini berkaitan dengan materi sebelumnya.

P meminta Ss untuk mengerjakan task selanjutnya yaitu mendeskripsikan beberapa benda sesuai contoh yang telah diberikan. P memonitor dari satu kelompok ke kelompok lainnya. Ss mendiskusikan task tersebut dengan serius. P menemukan bahwa Ss berdiskusi dengan baik dan mampu mengerjakan task tersebut dengan benar. Setelah Ss selesai mengerjakan task tersebut, P meminta Ss untuk melaporkan hasil kerja mereka bersama-sama. Semua kelompok melaporkan hasil kerja mereka, juga ada beberapa kelompok yang menambahkan beberapa deskripsi.

Selanjutnya, P memberikan sebuah kegiatan games. Ss sangat senang dan antusias mendengar aka nada games. P meminta Ss untuk bermain game ‘*describe and draw*’. P menjelaskan bahwa Ss harus bermain berpasangan, student A dan student B. Student A bertugas untuk mendeskripsikan sebuah benda, sementara student B bertugas untuk menggambar benda tersebut. Ss pun mulai berpasangan. Setelah selesai memainkan games tersebut, P meminta Ss untuk menunjukkan bagaimana mereka memainkan tersebut. Sebagian besar Ss mengangkat tangan mereka. Ss sangat antusias untuk menunjukkan game tersebut didepan kelas. P meminta tiga pasang untuk maju kedepan kelas. P menemukan bahwa mereka mampu memainkan game tersebut dengan baik walaupun dengan bahasa yang sangat sederhana. Ss pun mengerti penjelasan teman mereka dibuktikan dengan gambar yang mereka buat benar. P berkata kepada Ss bahwa mereka semua aktif dan pintar. Ss senang dan bertepuk tangan.

Karena waktu yang sudah hampir habis, P segera menyimpulkan materi pada hari tersebut bersama-sama dengan Ss. Tidak ada pertanyaan dari Ss, maka P segera mengakhiri pelajaran dengan berdoa bersama-sama.

No : FN.10
 Hari, tanggal : Selasa / 7 Agustus 2012
 Jam : 09.55
 Kegiatan : Pertemuan V (cycle 1I)
 Tempat : Ruang Kelas VIIIB
 Ket : P : Peneliti
 BR : Bu Retno Kurniasih, S.Pd (Guru Bahasa Inggris)
 DS : Dyah Setya (kolaborator)

P membuka pelajaran dengan berdoa, kemudian cek absensi, dan bertanya tentang kondisi siswa. P mengulang sekilas tentang apa yang telah dipelajari pada pertemuan sebelumnya. Sebagian besar siswa masih sangat mengingatnya. Lalu P pun mulai membahas aktivitas belajar apa yang dilakukan pada hari tersebut. P memberitahu siswa bahwa mereka akan melakukan aktivitas interview tentang suatu benda didalam tas teman mereka dan animal network activity.

Sebelum siswa melaksanakan kegiatan mereka, P terlebih dahulu menjelaskan tentang cara dan langkah aktivitas tersebut. P pun memberikan lembar kerja interview untuk para siswa. Para siswa diminta untuk bekerja dalam kelompok yang terdiri dari 4 orang. Para siswa pun mulai melaksanakan aktifitas tersebut. P tidak menuntun mereka pada setiap langkah agar kegiatan pembelajaran tersebut dapat berjalan dengan natural. P berkeliling untuk memonitor kerja setiap kelompok. Selama memonitor kerja para kelompok, P menemukan bahwa setiap siswa mempunyai interaksi yang baik untuk mendapatkan informasi teman-temannya. Beberapa siswa pun terlihat tidak terlalu canggung lagi untuk bertanya kepada temannya menggunakan bahasa Inggris. Ini menunjukkan bahwa penggunaan bahasa Inggris dan interaksi antar siswa pun meningkat. Setelah waktu yang ditentukan habis, P meminta siswa untuk berhenti. P kemudian meminta siswa untuk melaporkan hasil interview mereka masing-masing didepan kelas secara lisan menggunakan bahasa Inggris. Untuk membantu siswa, P sudah memberikan format kalimat untuk para siswa didalam melaporkan hasil kerjanya. P meminta satu orang relawan untuk pertama kali melaporkan maju didepan. Ada beberapa orang siswa yang bersedia. P meminta siswa-siswa tersebut untuk maju satu per satu. Setelah seluruh siswa tersebut sudah melaporkan hasil kerjanya, P bertanya kepada siswa yang lain apakah ada komentar atau tambahan pendapat lain. Ada beberapa siswa yang menambahkan pendapat mereka.

Selanjutnya, mempertimbangkan waktu yang sudah setengah waktu habis, P pun melanjutkan ke aktifitas selanjutnya. P menjelaskan secara singkat bahwa mereka akan belajar juga untuk mendeskripsikan hewan seperti yang telah di jelaskan pada awal pertemuan. P bercerita sedikit tentang hewan kesayangannya. P pun bertanya hal yang sama tentang hewan peliharaan mereka dirumah. Para siswa sangat antusias menjawab pertanyaan P, sehingga diskusi kelas berlangsung komunikatif. *“Well, today we are going to about describing an animal. Do you have favorite animal at home? Most of the students answered “Yes miss, of course. Do you have miss? “. Beberapa siswa mengatakan, “Saya punya tiga dirumah, miss. Pengen juga gak miss?hehe..”*

P meminta siswa untuk berlanjut ke task selanjutnya yaitu task 8. Didalam task 8, siswa diminta untuk mengerjakan animal vocabulary network secara berkelompok. Di task 8 sudah tersedia beberapa box untuk siswa menulis hal-hal yang berkaitan dengan hewan yang ada dalam network vocabulary tersebut. Para siswa terlihat tertarik dan sangat antusias dalam mengerjakan task tersebut. Siswa mulai mengerjakan task tersebut. P hanya berkeliling untuk memonitor kerja siswa.

Setelah mengetahui semua kelompok telah selesai mengerjakan task tersebut, P meminta para kelompok untuk melaporkan dan menuliskan hasil diskusi mereka didalam lembar jawab besar yang telah disediakan P. P meminta 2 orang perwakilan dari setiap kelompok, 1 orang untuk melaporkan lisan dan satu orang lagi bertugas menuliskannya dilembar kerja yang telah disediakan.

Ternyata, hampir semua kelompok ingin maju kedepan. Ini menunjukkan bahwa sebagian besar siswa aktif dan termotivasi dengan adanya aktivitas tersebut. Setelah task tersebut selesai dikerjakan oleh hampir semua kelompok, P bertanya, *“Do you like this activity?”*. *Beberapa siswa menjawab, “Yes miss. Seneng banget soalnya biasanya Cuma dengerin gurunya ngomong miss”*. Para siswa mengerjakan task tersebut dengan baik walaupun terkadang mereka hanya mendeskripsikan dengan sangat sederhana tapi mereka paham dan termotivasi untuk belajar bahasa inggris menggunakan aktivitas tersebut.

Setelah waktu selesai, P menyimpulkan materi hari tersebut dan mengkonfirmasi apakah semua materi sudah jelas. Siswa menjawab sudah jelas. P mengakhiri pelajaran dengan meminta siswa berdoa menurut keyakinan masing-masing.

No : FN.11
Hari, tanggal : Jumat / 10 Agustus 2012
Jam : 07.00
Kegiatan : Pertemuan VI (cycle 1I)
Tempat : Ruang Kelas VIIIB
Ket : P : Peneliti
 BR : Bu Retno Kurniasih, S.Pd (Guru Bahasa Inggris)
 DS : Dyah Setya (kolaborator)

Pukul 07.00 tepat bel berbunyi. P segera memasuki kelas. Seperti biasanya, P memulai pelajaran dengan berdoa bersama-sama kemudian mengecek absensi dilanjutkan bertanya jawab mengenai kondisi siswa. Semua siswa hadir pada hari tersebut. P menyapa siswa. Lalu ada siswa yang bertanya kepada P, *“Hari ini mau ngapain lagi, miss?”*. *P menjawab, “I’ll tell you later”*. P pun mengulas sedikit tentang pelajaran pertemuan yang lalu. Tidak berbeda dengan kondisi sebelumnya, siswa masih sangat mengingatnya. P meminta siswa untuk mendeskripsikan sebuah nama hewan yang mereka ingat. Secara spontan para siswa berebut untuk mendeskripsikan hewan yang mereka suka dan sebagian ada yang mencontek pendeskripsian teman-temannya. P pun kembali mengingatkan siswa bahwa akan ada satu game lagi di akhir pelajaran. Para siswa pun berteriak senang mendengar hal tersebut.

Selanjutnya, P menyampaikan kepada siswa bahwa pada hari tersebut siswa akan diminta mengerjakan task fun crossword di task 9. Didalam fun crossword tersebut siswa diminta mencari enam nama hewan serta diminta untuk mendeskripsikan hewan-hewan tersebut minimal dalam tiga kalimat. Siswa diminta membentuk kelompok seperti biasanya.

Siswa diminta membuka task 9. Setelah mengetahui isi task tersebut, siswa terlihat antusias dan ingin tahu. Siswa segera mengerjakan task tersebut tanpa ada perintah dari P. P pun hanya berkeliling kelas untuk memonitor hasil kerja setiap kelompok. Sambil P berkeliling, ada salah satu siswa bertanya, "*miss, bahasa inggrisnya menggonggong sama kuku apa?*". Kemudian P menuntun siswa tersebut untuk menemukan arti kata sulit tersebut didalam bahasa inggris. Tidak memerlukan waktu yang lama bagi para siswa untuk mengerjakan task tersebut. Setelah semua kelompok selesai, P meminta semua kelompok untuk mendiskusikan hasil diskusi mereka bersama-sama. P meminta kelompok untuk maju kedepan kelas untuk mencoret salah satu nama hewan pada lembar crossword besar yang disediakan P. Setelah mencoret nama hewan tersebut, siswa diminta mendeskripsikan minimal dalam tiga kalimat. Hampir semua kelompok berebut untuk mengerjakan crossword tersebut. Tidak membutuhkan waktu lama untuk mendiskusikan task tersebut karena semua kelompok sangat aktif dan hasil diskusi siswa pun benar.

Kemudian siswa diminta mengerjakan task 10 yaitu tentang sebuah games bernama '*twenty questions game*'. Didalam game tersebut, siswa diminta bekerja berpasangan. Satu siswa memberikan petunjuk tentang sebuah nama hewan secara lisan dan satu siswa lagi menjawab nama hewan tersebut. Siswa pun mulai duduk berpasangan. Siswa terlihat sangat ingin tahu memainkan permainan tersebut. Setelah waktu yang ditentukan habis, P meminta siswa untuk berhenti mengerjakan permainan tersebut. Kemudian P meminta dua pasang siswa untuk menunjukkan cara mereka memainkan permainan tersebut karena waktu yang hampir habis. Setelah dua pasang siswa tersebut selesai memperagakan, P bertanya kepada para siswa apakah sudah jelas atau ada pertanyaan. Para siswa pun mengaku sudah jelas dan tidak mempunyai pertanyaan. Saat teman mereka memperagakan permainan tersebut, siswa lain mendengarkan dan memperhatikan. Mereka mengakui kalau mereka semakin paham dengan permainan ini.

Karena waktu yang hampir habis dan tidak ada pertanyaan lain lagi, kemudian P mengulas poin materi hari tersebut bersama para siswa. P pun berkata kepada para siswa, "*You are so smart and clever*". Para siswa pun menjawab serempak dan senang, "*Yes, miss, hehe...*" sambil bertepuk tangan. P mengakhiri pelajaran dengan berdoa bersama-sama.

APPENDIX B
Interview Transcripts

INTERVIEW TRANSCRIPTS

Interview 1
Hari, Tanggal : Senin, 9 Juli 2012
Pukul : 08.00
P : peneliti
BR : Bu Retno Kurniasih, S.Pd (Guru Bahasa Inggris)
T : Ruang tamu di ruang guru.

BR	Pagi mbak, gimana ada yang bisa dibantu?
P	Pagi Bu. Begini Bu, saya mau minta waktu Ibu sebentar untuk tanya-tanya tentang masalah-masalah yang berkaitan dengan <i>speaking</i> di kelas VIII. Menurut Ibu bagaimana?
BR	Ehmm... ya masalahnya mereka tidak percaya diri aja buat ngomong dikleas, apalagi pake bahasa Inggris. Saya memang lebih sering ngajar writing sama reading aja mba, lha waktunya yang memang tidak cukup. Mereka udah bisa paham aja juga udah bagus mba.
P	Oh, gitu ya Bu. Kalau untuk materi, biasanya Ibu ambil dari mana?
BR	Saya biasanya Cuma ambil dari LKS. Itu yang gampang, praktis, materinya lumayan tercakup semua. Bukunya udah pada out of date jadi ya mending pake LKS aja mba.
P	Mohon maaf Bu, saya mau tanya, biasanya kalau Ibu lagi mengajar Ibu lebih sering pakai bahasa Inggris atau Indonesia?
BR	Ya saya lebih sering pakai bahasa Indonesia mba, kadang malah pakai bahasa Jawa. Biar anak-anak juga bisa paham. Pakai bahasa sendir aja kadang pada sering gak mudeng, apalagi kalau pakai bahasa Inggris mba, bisa makan waktu banget.
P	Jadi penggunaan bahasa Inggrisnya memang tergolong kurang ya Bu?
BR	Iya, kurang banget malah mba. Maklum mba ngajar ngomong bahasa Inggris disekolah desa memang susah. Kalau saya tanya tentang pelajaran juga pada diem semua gak ada yang berani ngomong.
P	Jadi begini Bu, rencananya saya mau lebih meningkatkan speaking murid kelas VIII biar kelasnya lebih komunikatif gitu Bu, gak monoton. Menurut ibu gimana?
BR	Mba Lia mau pakai teknik apa?
P	Saya pakai communicative tasks Bu. Saya bikin fokusnya memang cuma speaking. Kebanyakan saya bikin kerja kelompok, jadi gak tugas individual terus, melatih aspek komunikasi mereka aja Bu. Ada gamesnya juga Bu biar gak pada bosen.
BR	Oh gitu ya mba. Boleh banget itu mba, malah bisa bantu saya biar murid-murid saya gak pada malu lagi ya mba. Kalau kelas VIIIB aja gimana mba? Paling pemalu sama diem ya kelas itu mba.
P	Begitu ya bu. Ya sudah kalau begitu bu. Tapi, saya boleh melakukan observasi dulu kan Bu? Biar saya tahu juga keadaan selama proses belajar mengajar berlangsung.
BR	Iya boleh mbak. Monggo saja kalau mau observasi. Kira-kira mbak Isnaini mau observasi kapan?
P	Saya ngikut Ibu saja, kapan sekiranya saya bisa masuk VIIIB untuk observasi.
BR	Kalau gitu seminggu setelah anak-anak udah masuk sekolah aja ya mba. Nanti sms dulu ya kalau mau observasi. Paling tidak 2 hari sebelumnya.
P	Iya Bu. Nanti saya hubungi Ibu dulu. Terus saya sudah ijin ke Kepala Sekolah kok Bu, sudah disetujui.
BR	Ya sudah... Kalau gitu saya manut aja mba, wong sudah dapat ijin juga.
P	Ya sudah kalau begitu Bu, terimakasih sebelumnya. Nanti saya kabari ibu kalau saya mau observasi. Saya pamit dulu Bu, assalamualaikum.
BR	ya mari-mari mbak. waalaikumsalam.

Interview 2

Hari, Tanggal : Selasa, 17 Juli 2012

Pukul : 11.30

P : peneliti

BR : Bu Retno Kurniasih, S.Pd (Guru Bahasa Inggris)

T : Ruang tamu di ruang guru.

P	Maaf Bu, apa saya bisa minta waktunya sebentar untuk berbincang-bincang dengan ibu?
BR	Iya mbak, ini saya sudah gak ngajar lagi. Gimana?
P	Terkait dengan observasi yang saya lakukan tadi. Ada beberapa hal yang amati tadi Bu. Tadi saya lihat kok anak-anak nya kurang aktif? Ketika ibu memberikan pertanyaan, mereka hanya diam begitu. Apa hal itu sering terjadi?
BR	Ya seperti itulah mbak anak-anak. Kadang mereka memang lupa dengan pelajaran yang sudah mereka pelajari. Kalau saya lihat sebenarnya ada juga yang bisa dan mengingat materi-materi yang sudah saya sampaikan. Tapi mungkin mereka malu atau gimana. Kadang-kadang ada juga kok mbak yang mau menjawab, tapi juga tidak banyak. Mungkin dua atau tiga orang saja.
P	Oh gitu Bu. Tadi anak-anaknya kalau ibu lagi jelasin pada rame ya Bu?
BR	Iya mba begitu memang. Tapi kalau lagi ditanya pelajaran cuma pada diem gitu.
P	Terus kalau menurut ibu, sebenarnya kesulitan-kesulitan apa saja yang biasa dihadapi siswa dalam berbicara bahasa Inggris?
BR	Dasarnya karena memang saya jarang malah gak pernah ngajar speaking sih mba, jadi ya mereka jadi kurang terbiasa. Saya seringnya ngajar reading sama writing aja. Selain waktunya yang gak cukup kan kalo ujian juga cuma reading aja yang ditest tho.
P	Oh ya Bu. Kan tadi dikelas banyak yang cuma diem aja ya Bu, trus cara ibu merangsang murid agar bisa aktif minimal bisa menjawab yang ibu tanyakan itu gimana Bu?
BR	Kalo pada diem kadang saya liatin terus, tapi kalo diemnya lama ya tak biarin aja mba saya tanya yang lain aja.
P	Kalo dikelas ibu lebih banyak pake bahasa apa Bu?
BR	Saya lebih sering pake bahasa Indonesia, kadang bahasa jawa juga mba. Lah gimana pake bahasa Inggris pada bingung. Ya caranya kalo biar pada mudeng saya pake bahasa Indonesia aja mba.
P	Oh jadi penggunaan bahasa Inggris kalo dikelas memang kurang ya Bu?
BR	Iya mba, makan waktu kalo nunguin pada mau ngomong bahasa Inggris mba.
P	Begitu ya Bu. Ehm, mungkin itu saja dulu Bu. Oh iya Bu, saya mau minta ijin untuk mewancarai dua atau tiga orang siswa kelas VIIIB istirahat nanti.
BR	Iya monggoh aja mba.
P	Permisi ya Bu.

Interview 3

Hari, Tanggal : Selasa, 17 Juli 2012

Pukul : 12.00

P : peneliti

S : student (Andika Diah Nur Safitri)

T : ruang kelas

P	Halo dek, lagi apa nie?
S	Eh, mbaknya. Gak ngapa2in miss.
P	Ehm, kalau gitu boleh minta waktunya sebentar? Saya mau nanya-nanya ni dek.
S	Iya miss, boleh. Nanya apa miss?

P	Eh, namanya siapa ya?
S	Andika Diah Nur Safitri, Miss.
P	Ok. Gini nih dek, kamu seneng gak sih sama pelajaran bahasa inggris?
S	Suka suka enggak miss. hehe
P	Kalau ngomong pake bahasa inggris suka gak?
S	Males miss, aku gak bisa ngomongnya sih hehe.
P	Kenapa gak bisa? Pasti gak bisanya karena grogi kan?
S	Iya sih miss, kan kalau lagi pelajaran bahasa inggris juga paling nulis, dengerin guru jelasin, ngerjain LKS gitu aja miss jadi cepet bosen.
P	Kalau lagi pelajaran, bu guru ngajarnya pake bahasa apa emang dek?
S	Seringnya pake bahasa Indonesia miss, kadang pake bahasa jawa.
P	Bu guru pernah ngasih tugas kelompok atau grup gitu gak dek pas pelajaran?
S	Gak pernah miss cuma nyatet, seringnya ngerjain soal LKS individu gitu, trus kadang dibahas bareng dikelas.
P	Kendalanya jadi apa aja dek kalau mau ngomong pake bahasa inggris pas pelajaran? kok cepet banget tadi bilang gak bisa?
S	Ya itu miss, kalau dikelas cuma nulis, ngerjain soal LKS. Bu gurunya aja gak pake bahasa inggris kok. Gak biasa jadinya miss hehe..
P	Okedeh. Oh iyah, tadi kenapa pas ditanya sama Bu guru kamu diem aja?
S	Hehe.. Emang gak bisa miss, temen lain juga pada diem sih.
P	Okay, gitu aja deh. Makasih ya waktunya.

Interview 4
Hari, Tanggal : Selasa, 17 Juli 2012
Pukul : 12.00
P : peneliti
S : student (Evi Kurniawati)
T : ruang kelas

P	Halo dek, lagi gak ngapa-ngapain kan?
S	Eh, iya gak lagi ngapa-ngapain miss.
P	Ehm, kalau gitu boleh minta waktunya sebentar? Saya mau nanya-nanya ni dek.
S	Iya miss mau nanya apa?
P	Eh, namanya siapa ya?
S	Evi Kurniawati, Miss.
P	Eh tadi kamu ditanya diem aja sih? Cuma nunduk, kalau lagi dijelaskan sama bu guru malah bisa berisik? hehe.
S	Hehe.. takut salah miss, yang lain juga diem.
P	Tapi kamu suka gak sih sama pelajaran bahasa inggris?
S	Kalau pas gampang sih suka miss, kalau udah yang susah males sendiri hehe.
P	Kalau disuruh ngomong pake bahasa inggris suka gak?
S	Suka miss, kalau yang ngajar enak, mau aja miss.
P	Kalau lagi pelajaran, bu guru ngajarnya pake bahasa apa emang dek?
S	Pake bahasa Indonesia miss.
P	Bu guru pernah ngasih tugas kelompok atau grup gitu gak dek pas pelajaran?
S	Pernah gak ya? Belum deh miss, setiap hari pake LKS itu miss, ngerjainnya individu.
P	Ngerasanya susah gak kalau ngomong pake bahasa inggris dek?
S	Susah banget miss, jarang diajari sama bu guru, tiap hari nulis di LKS miss.
P	Oh. Okedeh, kayaknya itu aja. Makasih ya dek waktunya.

PENELITIAN

Pertemuan 1 Cycle I

Interview 5

Hari, Tanggal : Selasa, 24 Juli 2012

Pukul : 11.30

P : peneliti

S : Bagas Octa Pangestu

T : Ruang kelas

P	Hey dek, minta waktunya sebentar bisa?
S	Mau ngapain miss?
P	Ya nanya-nanya aja. Gimana? Bisa?
S	Owh, bisa bisa miss.
P	Eh, iya sebelumnya nama nya sapa dek?
S	Bagas Octa miss
P	Oh iya Bagas, menurutmu pembelajaran hari ini gimana?
S	Beda miss sama pelajaran-pelajaran sebelumnya.
P	Emang bedanya apa?
S	Mungkin karena yang biasanya ngajar gurunya sekarang missnya, jadi suasana baru.
P	Eh, ngomong-ngomong, tasi menurut kamu gimana sama materi dan aktivitas yang miss berikan tadi? Menarik gak?
S	Yang tadi itu ya miss? Menurutku sih asik yo miss, jadi ada hal yang baru . Biasanya kan cuman ngerjain LKS aja miss. Terus kalau pake ini tiap hari bisa menambah pengetahuan, jadi kita seneng bisa tahu. Tapi harus adaptasi juga miss soalnya latihannya lumayan kompleks dari yang biasanya hehe..
P	Trus apa kamu bisa lebih mau ngomong pake bahasa inggris selama pelajaran dengan menggunakan aktivitas ini?
S	Ya mau miss walaupun kadang susah karena gak tau artinya, hehe.. tapi kalo pake aktivitas kayak gini terus jadi gak malu ngomong miss kan sama temen-temen ada diskusi juga. Miss juga ngomong pake bahasa inggris terus jadi kita terdorong juga buat ngomong.
P	Ada yang kurang gak dari aktivitas tadi dikelas?
S	Ehhmm.. gak tau miss, tapi secara keseluruhan sih bagus pelajarannya gak ngebosenin malah tambah bikin mudeng.
P	Yaudah gitu aja, terima kasih ya dek.
S	Sama-sama miss.

Interview 6

Hari, Tanggal : Selasa, 24 Juli 2012

Pukul : 11.30

P : peneliti

S : Ellyta Liska A

T : Ruang kelas

P	Hai dek bisa minta waktunya sebentar gak?
S	Boleh boleh miss..hehehe
P	Namanya siapa dek?
S	Liska miss, Ellyta Liska, belum hafal ya miss?
P	Oh iya Ega ya, miss lupa. Eh gimana pelajaran hari ini?

S	Bagus banget miss, gak ngebosenin. Ya ini tuh bagus miss asik banget gak ngebosenin. Terus ngomongnya jadi gak begitu gugup. Dulu aku malu miss kalo ngomong pake bahasa inggris dikelas tapi dengan adanya aktivitas seperti ini aku jadi gak begitu malu. Ini nambah pengetahuan juga miss.
P	Kalo pake aktivitas belajar yang tadi jadi malu atau gugup gak belajar ngomong pake bahasa inggris?
S	Belum terbiasa dikasih materi kayak begini. Males gitu sih miss...
P	Oke.. terus kalo yang tadi pake kerja berkelompok gimana dek suka gak?
S	Kan ngerjainnya kelompokan sama temen-temen, ngerjainnya bareng-bareng. Jadi bisa nglatih kerja sama.
P	Seneng kan pake aktivitas pembelajaran kayak gini dek?
S	Iyaa miss seneng materinya warna warni semangat liatnya hehe...
P	Okedeh, makasih ya waktunya.
S	Sama-sama miss.

Interview 7
Hari, Tanggal : Selasa, 24 Juli 2012
Pukul : 11.45
P : peneliti
BR : Bu Retno Kurniasih, S.Pd (Guru Bahasa Inggris)
T : Ruang guru

P	Ibu, bisa minta waktunya sebentar untuk wawancara?
BR	Iya bisa. Gimana mbak?
P	Begini Bu. Menurut ibu bagaimana implementasi hari ini?
BR	Implementasi hari ini cukup lancar sesuai dengan rencana, walaupun ada beberapaaktifitas yang tidak terlaksana karena keterbatasan waktu.
P	Kalau untuk aktifitasnya sendiri bagaimana bu?
BR	Saya rasa aktifitasnya sudah cukup.
P	Bagaimana dengan penggunaan communicative tasks itu sendiri Bu?
BR	Mungkin karena masih baru ya mbak bagi anak-anak, jadi mereka terlihat masih bingung dan ada yang masih males belajar ngomong. Bisa dibilang implementasinya belum maksimal gitu ya. Walaupun saya amati tadi penjelasan mbak lia juga cukup jelas dan saya rasa bisa dipahami anak-anak.
P	Menurut Ibu, bagaimana interaksi antara siswa dan guru selama proses belajar mengajar berlangsung?
BR	Menurut saya bagus mbak, saya lihat tadi anak-anak sudah berani bertanya pada gurunya ketika mereka mengalami kesulitan. Kemudian mbak juga menjawab pertanyaan dari anak-anak dengan jelas. Dan saya liat anak-anak juga puas dan mengerti dengan jawaban yang diberikan mbak Lia.
P	Kalau interaksi antar siswanya sendiri bagaimana Bu?
BR	Kalau interaksi antar siswanya sendiri juga cukup bagus mbak. Walaupun ramai di kelas, tapi mereka ramai diskusi. Saya amati mereka saling bertukar pendapat dalam satu kelompoknya.
P	Terima kasih bu untuk waktunya..
BR	Iya sama-sama mba..

Interview 8

Hari, Tanggal : Selasa, 24 Juli 2012

Pukul : 14.00

P : peneliti

C : Dyah Setya

T : Rumah Kolaborator

P	Eh, gimana menurutmu implementasi hari ini?
C	Ya belum maksimal jelas. Baru pertama muridnya masing pada bingung. Anak-anaknya masih apa itu, belum begitu ngerti banget. Walopun pada seneng sama modul materi yang kamu kasih sih. Banyak yang masih malu ngomong bahasa inggris.
P	Kalau aktifitasnya gimana?
C	Ya meskipun itu baru, karena ngerjainnya kebanyakan berkelompok, aktiftasnya cukup lancar.
P	Uhm, gitu ya. Terus kalau task yang digunakan dalam aktifitas pembelajaran itu gimana?
C	Ya kalau menurutku kalau untuk practice speaking teknik itu sangat membantu. Soalnya kan selama ini anak-anak jarang dilatih ngomong sama gurunya, cuma pake LKS gitu. Walaupun mereka masih butuh bimbingan untuk pemahaman setiap langkah dalam aktivitasnya.
P	Kalau untuk interaksi antar siswanya gimana?
C	Mungkin karena mereka masih belum terbiasa dengan teknik baru, jadi interaksinya masih belum maksimal.
P	Ehm, terus interaksi antara siswa dan gurunya gimana? Maksud ku, interkaksi para siswa dengan aku sebagai gurunya.
C	Sebagian besar para siswa masih terlihat ragu-ragu atau malu untuk bertanya, meminta penjelasan dari gurunya ketika mereka mendapat kesulitan. Tapi dengan kamu mendatangi mereka, mereka baru mau ngomong kalau ada beberapa bagian yang masih bingung atau belum jelas.
P	Okay. Lalu apakah menurutmu mereka lebih termotivasi dan percaya diri untuk berlatih ngomong bahasa inggris selama proses pembelajaran berlangsung?
C	Ya kalau dilihat sih lumayan. Mereka ada motivasi untuk ngomong. Tapi masih belum maksimal. Misalnya waku disuruh maju mempresentasikan hasil diskusi kelompok mereka, mereka masih belum yakin dengan apa yang mereka kerjakan.
P	Terus ada saran gak untuk implementasi berikutnya?
C	Ya lebih attract lagi kamunya biar mereka gak kebanyakan diem gitu...
P	Ya udah itu aja kayaknya.

Pertemuan 2 Cycle I

Interview 9

Hari, Tanggal : Jumat, 27 Juli 2012

Pukul : 08.30

P : peneliti

S : Sherlyn Deviana Putri

T : Ruang kelas

P	Halo dek, bisa minta waktunya sebentar?
S	Iya miss.
P	Namanya siapa dek?
S	Sherlyn miss..

P	Eh menurut kamu gimana pelajaran hari ini?
S	Cukup menyenangkan miss.
P	Gitu yah. Tadi kok disuruh maju gak mau gitu sih? Pas survey kamu aktif kok miss liat.
S	Iya miss malu, gak biasa maju sendirian didepan kelas apalagi pake ngomong sendiri gitu.
P	Oh ya, ngomong-ngomong menurut kamu bagaimana sih aktivitas semacam ini dikelas?
S	Bagus sih miss, saya jadi mulai bisa ngomong bahasa inggris. Tapi ya gitu masih malu aja sih miss kalo maju sendirian hehe...
P	Berarti kamu seneng kan belajar pake aktivitas kayak gini dek?
S	Seneng lah miss gak monoton.. muridnya yang lebih banyak disuruh aktif.
P	Apakah adek lebih termotivasi lagi dalam berbicara bahasa Inggris dengan menggunakan aktivitas ini?
S	ehm. Biasa aja sih miss..
P	Yaudah menurut adek ada yang kurang gak dari aktivitas ini?
S	Hehehe... gak tau juga miss tapi emang asiik kok
P	Makasih waktunya ya dek.
S	Siipp miss sama-sama..

Interview 10
Hari, Tanggal : **Jumat, 27 Juli 2012**
Pukul : **08.30**
P : **peneliti**
S : **Putri Wahyuningsih**
T : **Ruang kelas**

P	Dek, minta waktunya sebentar bisa?
S	Bisa bisa miss, mau ngapain?
P	Gak, miss cuma pengen nanya-nanya aja. Oh iya, boleh tahu namanya?
S	Wahyu miss.
P	Ehm, Wahyu. Ngomong-ngomong gimana pelajaran hari ini?
S	Kayak kemaren. Biasa aja miss, tapi tetep semangat.hehe..
P	Oh, gitu ya. Eh iya, kalau menurut kamu bagaimana sih penggunaan jenis aktivitas semacam ini di kelas?
S	Kalau menurutku sih cukup bagus miss. Pake survey gitu ternyata mengasikkan. Jadinya lucu liat temen Tanya-tanya hehehe..
P	Jadi, apakah dengan menggunakan aktivitas ini kamu bisa terdorong untuk berbicara?
S	Iya miss.
P	Terus kamu seneng pakai aktivitas ini di kelas?
S	Iya, karena selain bisa lebih mudeng dan terdorong buat ngomong miss. Terus itu apa namanya, sama temen juga bisa saling interaksi gak sepi kayak biasanya miss.
P	Oh iya, menurut kamu ada yang kurang gak dalam pembelajaran ini?
S	Yang kurang apanya miss?
P	Maksud miss, ada kekurangannya gak? Terus sebaiknya gimana gitu?
S	Oh, kekurangannya ya. Apa ya miss? Kayaknya gak ada.
P	Uhm, terus merasa lebih termotivasi lagi gak pakai aktivitas belajar ini?
S	Oalah, kalau itu sih biasa aja miss. Dibilang termotivasi juga mungkin iya, tapi dikit, hehe.
P	Sekarang lebih PD gak kalau ngomong bahasa Inggris gitu?
S	Kalau percaya diri sih iya miss. Ya itu tadi, jadi pengen latihan ngomong terus.
P	Okay deh dek, gitu aja kayaknya. Makasih yah.
S	Iya miss.

Interview 11
Hari, Tanggal : **Jumat, 27 Juli 2012**
Pukul : **09.00**
P : **peneliti**
BR : **Bu Retno Kurniasih, S.Pd**
T : **Ruang guru**

P	Ibu, maaf sebelumnya. Apa saya bisa minta waktunya sebentar untuk wawancara?
BR	Iya bisa mbak, silahkan.
P	Menurut ibu bagaimana pendapat ibu tentang implementasi hari ini?
BR	Implementasi hari ini saya rasa cukup bagus. Jadi apadiberikan dengan apa yang dikerjakan oleh anak-anak sudah sesuai karena memang sebelumnya sudah dijelaskan oleh mbak. Jadi, mereka sudah bisa beradaptasi dengan task yang diberikan mbak lia.
P	Bagaimana dengan aktifitasnya bu?
BR	Aktivitas hari ini berjalan lancar , sesuai harapan dan langkah-langkah pembelajaran dapat berjalan dengan baik.
P	Kemudian bagaimana dengan <i>communicative tasks</i> yang digunakan dalam implementasi?
BR	Saya rasa untuk penggunaan <i>communicative tasks</i> ya mbak itu lebih baik dari pertemuan sebelumnya. Yang kemaren anak-anak masih sedikit bingung dengan aktivitasnya, karena memang ya masih baru. Kalau untuk hari ini, saya rasa anak-anak sudah bisa sedikit beradaptasi dengan baik. Dan juga saya lihat task ini bisa apa ya, bisa men <i>encourage</i> anak-anak untuk aktif ngomong dan berinteraksi dengan siswa lain.
P	Lalu, menurut Ibu, bagaimana interaksi antara siswa dan guru selama proses belajar mengajar berlangsung?
BR	Menurut saya bagus mbak, saya lihat tadi anak-anak sudah berani bertanya pada mbak Lia ketika mereka mengalami kesulitan.
P	Kalau interaksi antar siswanya sendiri bagaimana Bu?
BR	Kalau interaksi antar siswanya sendiri juga cukup bagus mbak. Walaupun ramai di kelas, tapi mereka ramai diskusi. Saya amati mereka saling berinteraksi dengan baik sama temen-temennnya.
P	Kemudian, menurut ibu apakah siswanya termotivasi dan lebih percaya diri dalam berbicara bahasa inggris?
BR	Saya rasa cukup termotivasi. Apa yang diberikan oleh mb lia bisa dilakukan dengan baik oleh anak-anak.
P	Yang terakhir ini bu. Apakah ada saran untuk implementasi berikutnya?
BR	Ini sudah 2 pertemuan ya mbak. Saya rasa tidak mbak. Untuk besok ya berarti?
P	Iya Bu.
BR	Kalau untuk besok, mungkin ini aja. Mbak lialebih keras ya suaranya. Soalnya dibelakang tadi saya dengar suaranya kecil sekali.
P	Oh, iya bu. InsyaAllah besok saya lebih keras lagi kalau berbicara di depan. Itu saja ibu? Atau mungkin ada yang lainnya?
BR	Iya, saya rasa itu saja. Mungkin mbak isnaini bisa mempersiapkan untuk besok.
P	Iya bu. Kalau begitu terimakasih banyak ya bu. Saya mau pamit sekalian.
BR	Iya mbak, sama-sama. Langsung mau pulang ini?
P	Iya Bu. Saya permisi dulu. Assalamualaikum.
BR	Waalaikumsalam. Hati-hati ya mbak.
P	Iya Bu.

Interview 12
Hari, Tanggal : **Jumat, 27 Juli 2012**
Pukul : **12.00**
P : **peneliti**
C : **Dyah Setya**
T : **Rumah kolaborator**

P	Menurutmu implementasi hari ini gimana?
C	Ya udah lumayan paham anak-anaknya dari pada kemarin masih bingung. Setidaknya udah pada bisa lumayan aktif.
P	Kalau aktifitasnya hari ini gimana?
C	Aktifitasnya sih berjalan cukup lancar. Secara keseluruhan, anak-anaknya sudah bisaaktif di kelompoknya.
P	Menurut kamu, bagaimana dengan penggunaan task ini di kelas?
C	Menurutku sih bagus. Cukup efektif untuk siswa SMP. Tak liat mereka juga seneng bisa saling ngomong gitu. Tak liat juga kalau mereka jadi lebih mau ngomong.
P	Untuk interaksi antar siswanya gimana?
C	Ya mereka udah aktif di kelompoknya. Mereka saling ngasih tahu kalau pas ada temennya yang masih kurang jelas.
P	Terus kalau interaksi antara siswa dan gurunya gimana?
C	Ya siswanya sih udah gak malu lagi kalau ada kesulitan gitu nanya ke gurunya, kayak tadi misalnyakelompoknya udah ngerjain terus manggil kamu minta pendapatnya bener atau salah.
P	Lalu apakah menurutmu mereka lebih termotivasi dan percaya diri untuk berbicara selama proses pembelajaran berlangsung pada pertemuan ini?
C	Ya mereka jadi kelihatan lebih antusias waktu kegiatan survey. Mereka juga semakin penasaran untuk cari tahu informasi temennya. Jadi mungkin langkah-langkah di teknik itu jadi kayak semacam panduan bagi mereka.
P	Ada saran gak untuk implementasi berikutnya?
C	Gak ada sih. Ya coba aja sih besok kamu lakukan hal yang sama. Nanti dilihat lagi gimana gimananya.
P	Oke. Thank you.

Pertemuan 3 Cycle I
Interview 13
Hari, Tanggal : **Selasa, 31 Juli 2012**
Pukul : **11.30**
P : **peneliti**
S : **Habib**
T : **Ruang kelas**

P	Hai dek... minta waktunya bentaran yak?
S	Iya miss hehe...
P	Eh gimana pelajaran hari ini menurut kamu?
S	Seneng miss soalnya pake ada foto-foto segala hehe... lucu
P	Kalo aktifitasnya gimana kamu suka gak?
S	Awalnya sih ribet dan bikin males, kan belum terbiasa dikasih materi kayak begini. Tapi setelah dua tiga kali ya udah gak terlalu males sih, udah gak ribet lagi.
P	Trus apa kamu menjadi tidak gugup dan tidak malu lagi buat ngomong pake bahasa inggris kalo pake aktivitas tadi?
S	Oh iya miss, aku jadi lebih pede ngomong pake bahasa Inggris. Materi sama aktivitasnya juga gak ngebosenin malah bikin mudah ngerti ditambah ada foto tadi gak

	bosen bener. Pada seneng kan tadi.
P	Apakah kamu lebih termotivasi lagi dalam berbicara bahasa Inggris dengan menggunakan aktivitas ini?
S	Ehm..ya gimana ya miss. Iya sih, tapi kadang masih bingung mau ngomongnya pake bahasanya.
P	Trus apa kamu menjadi tidak gugup dan tidak malu lagi buat ngomong pake bahasa inggris kalo pake aktivitas tadi?
S	Oh iya miss, aku jadi lebih pede ngomong pake bahasa Inggris. Materi sama aktivitasnya juga gak ngebosenin malah bikin mudah ngerti.
P	Eh iya mau Tanya yang aktivitas kerja kelompok yang sering kemaren itu gimana?
S	Yo seneng, kan bisa ngerjain bareng to miss kalau ada group gini, bisa saling berinteraksi.
P	Okay deh..makasih ya dek
S	Sama-sama mbakk hehe...

Interview 14

Hari, Tanggal : Selasa, 31 Juli 2012
Pukul : 11.30
P : peneliti
S : Rinqu Kintaka
T : Ruang kelas

P	Dek, minta waktunya sebentar bisa? Miss mau nanya-nanya ni.
S	Boleh miss, sekarang yaa..
P	Iyaa doonk.. gimana pelajaran hari ini menurut kamu?
S	Menurutku sih asik yo miss, jadi ada hal baru buat kita.
P	Menurut kamu bagaimana dengan penggunaan aktivitas semacam ini di kelas?
S	Awalnya sih ribet dan bikin males, kan belum terbiasa dikasih materi kayak begini. Tapi setelah dua tiga kali ya udah gak terlalu males sih, udah gak ribet lagi.
P	Trus apa kamu menjadi tidak gugup dan tidak malu lagi buat ngomong pake bahasa inggris kalo pake aktivitas tadi?
S	Iya miss, jadi lebih ngerti. Soalnya kan ini runtut aktivitasnya dan menyenangkan, jadi kita tuh mikirnya mau ngomong apa bisa lebih ngerti lah.
P	Kamu seneng pakai aktivitas kelompok gak di kelas?
S	Ya, karena selain bisa nambah kosa kata, kita juga bisa lebih mudeng dan tahu mengenai materi itu. Terus itu apa namanya, sama temen juga bisa saling sharing dan bekerja secara berkelompok.
P	Ehhmm... selama pake aktivitas kayak gini kamu lebih termotivasi gak dek buat belajar ngomong pake bahasa inggris selama dikelas?
	Iya miss..kalo miss yang ngajar muridnya emang yang disuruh aktif jadi gak cuma dengerin kayak biasanya gitu.
P	Siipp gitu dulu aja deh dek..makasih banyak yaa
S	Yoi miss...

Interview 15
Hari, Tanggal : Selasa, 31 Juli 2012
Pukul : 12.00
P : peneliti
BR : Bu Retno Kurniasih, S.Pd
T : Ruang guru

P	Selamat siang ibu, saya boleh mengganggu sebentar ibu?
BR	Iyaya mau tanya gimana mba lia?
P	Menurut ibu implementasi terakhir cycle 1 in gimana bu?
BR	Sudah bagus mba... sudah banyak yang mau ngomong ya walupun masih agak ngawur tapi sudah meningkat
P	Iya bu, gak apa-apa. Tapi kemaren pas awal pelajaran itu kan sebenarnya juga cukup bersemangat. Tapi karena malu suruh nunjukkin foto segala kayaknya bu hehe...
BR	Ya mungkin itu juga bisa.
P	Ehm, kalau aktifitasnya sendiri menurut ibu bagaimana?
BR	Kalau aktifitasnya saya rasa cukup berjalan dengan lancar. Walaupun sepertinya mereka membutuhkan waktu yang lebih lama untuk menyiapkan apa yang mau mereka omongin di depan ya mbak.
P	Tapi apa siswanya termotivasi bu?
BR	Saya rasa iya lah mba..kan saya gak pernah pake aktivitas kreatif bikin sendiri kayak gini mba. Pastinya mereka seneng ada aktivitas baru. Apalagi mak Lia kan pake bahasa inggris terus dikelas, kayaknya mereka lebih tertarik ikut ngomong pake bahasa inggris juga kan.
P	Jadi, ada saran bu untuk pertemuan selanjutnya?
BR	Sebentar mbak, saya rasa cycle 1 berhenti pada pertemuan kemaren saja. Setelah saya amati, saya rasa masalah yang ada tinggal bagaimana menjaga motivasi siswa dalam belajar mbak. Mungkin itu yang perlu dipikirkan. Kira-kira apa yang mbak lia mau lakukan, atau <i>action</i> apa yang mau ditamabh untuk menjaga motivasi belajar mereka.
P	Iya bu... saya niatnya mau nambahin game dan aktivitas laen, nanti saya juga bikin media buat mereka kerja biar lebih tertarik aja.
BR	Ya sudah monggoh saja mba.. mba lia juga sudh banyak ilmunya saya kira ya
P	Iya bu,,, terima kasih sampai ketemu pertemuan berikutnya ya bu. Sekalian saya pamit pulan g.
BR	Iyaa mba..hati-hati yaa

Interview 16
Hari, Tanggal : Jumat, 27 Juli 2012
Pukul : 14.00
P : peneliti
C : Dyah Setya
T : Rumah kolaborator

P	Bagaimana menurutmu implementasi hari ini?
C	Ya secara keseluruhan para siswa mampu lah.Tetapi, mereka rata-rata lebih lama nyiapinnya, wajar lah.
P	Terus untuk aktifitasnya gimana?
C	Aktifitasnya lancar. Cuma mereka agak sedikit ogah-ogahan sama topikmu kali.
P	Terus untuk interaksi antar siswanya gimana?
C	Ya interaksinya tetap berjalan dengan lancar sih.
P	Ehm, terus interaksi antara siswa dan gurunya gimana?

C	Interaksinya tetep lancar. Tapi kebanyakan pada <i>complain</i> masalah itu tadi.
P	Okay. Lalu apakah menurutmu mereka lebih termotivasi dan percaya diri untuk berbicara selama proses pembelajaran berlangsung?
C	Cukup percaya diri sih, kurang begitu termotivasi tapi.
P	Terus saran untuk implementasi berikutnya?
C	Menurutku sih bagus. Cukup efektif untuk siswa SMP. Tak liat mereka juga seneng bisa saling bertukar pikiran gitu. Tak liat juga kalau mereka jadi terdorong untuk pake bahasa Inggris. Tapi kamu kudu perhatiin tuh waktunya. Karena kan kalau ada aktivitas kelompok gitu kan gak terasa waktunya cepet habis.
P	Ada lagi gak?kira-kira aku harus ngapain biar siswanya termotivasi?
C	Ya coba aja kasih sesuatu biar mereka makin termotivasi.
P	Kalau games menurutmu gimana?
C	Ya gak apa-apa coba aja.
P	Sama bikin media menarik lah gimana?
C	Ya gak apa-apa juga biar gak monoton aktivitasnya kayak kemaren mulu.
P	Okay.

Pertemuan 4 Cycle II
Interview 17
Hari, Tanggal : **Jumat, 3 Agustus 2012**
Pukul : **08.30**
P : **peneliti**
S : **Ivan Mahendra**
T : **Ruang Kelas**

P	Eh dek, bisa minta waktunya sebentar gak?
S	Iya miss, bisa.
P	Gini, miss mau nanya-nanya. Sebelumnya gimana pelajaran hari ini?
S	Asyik asyik aja miss. <i>Fun</i> .
P	Menurut kamu bagaimana dengan penggunaan aktivitas belajar seperti ini?
S	Menurut saya bagus sih miss gak bikin bosan, bener-bener bisa belajar miss. Tadi ada gamenya juga jadi bisa belajar sambil main hehe...
P	Terus lebih termotivasi gak kamu belajar pake bahasa inggris selama pelajaran?
S	Iya miss. Ya itu tadi, karena aktivitasnya menyenangkan jadi kita gak begitu grogi buat ngomong pake bahasa Inggris. Apalagi kalo pas kerja kelompok kan bisa ngomongnya bareng-bareng ,miss.
P	Jadi kamu seneng pakai aktivitas pembelajaran ini di kelas?
S	Ya seneng miss. jadi gak bosan kalau berkelompok gini. Jadi gak cuma diterangin aja dan gurunya yang ngomong terus. Kalau cuma diterangin aja kayak biasanya itu cuma bikin ngantuk miss. Kalau kayak gitu tadi kan, kita jadi aktif.
P	Terus menurut kamu apa yang kurang dari penerapan aktivitas ini?
S	Opo yo...Opo yo..kayaknya gak ada miss.
P	Jadi lebih pede gak sekarang kalau latihan pake bahasa Inggris gitu?
S	Iyah, lebih pede.
P	Oh, iya. Dengan adanya game itu kamu lebih termotivasi gak dalam mengikuti pelajaran?
S	Iya. Walaupun Cuma sebentar gitu tapi nyenengin miss tadi gamenya.
P	Okay deh, thanks ya. Kayaknya cukup segitu aja.
S	Iya miss.

Interview 18
Hari, Tanggal : **Jumat, 3 Agustus 2012**
Pukul : **08.30**
P : **peneliti**
S : **Arman Restu**
T : **Ruang kelas**

P	Eh, dek bisa minta waktunya sebentar gak untuk wawancara?
S	Iy miss, silakan.
P	Ehm, gimana pelajaran hari ini?
S	Menyenangkan. Lebih semangat dari minggu lalu miss.
P	Oh, really?ehm, kalau menurut kamu penggunaan aktivitas belajar di kelas gimana?
S	Cukup menyenangkan, bagus. Aku jadi gak begitu malu mau ngomong bahasa inggris kayak dulu. Lumayan lah miss.
P	Terus lebih mau latihan ngomong bahasa inggris gak ketika pakai aktivitas itu?
S	Iya miss.
P	Ehm, kalau pakai aktivitas ini waktu ngomong seneng gak?
S	Ya seneng, soalnya aku emang aktivitasnya gak bikin bosan, miss.
P	Tapi menurutmu ada yang kurang gak dek dalam penerapan teknik itu?
S	Iya, kadang miss kalo ditanya suka gak mau ngasih tahu gitu hehehe..
P	Terus kalau gitu klao pake aktivitas seperti itu kamu lebih termotivasi lagi dalam berbicara bahasa inggris?
S	Iya miss...
P	Apa kamu juga merasa lebih percaya diri lagi?
S	Sedikit, lumayan. Dalam berbicara sama temen terutama, berinteraksi sama temen.
P	Oh iya, kalau soal penggunaan <i>game</i> tadi menurut kamu bisa meningkatkan motivasi kamu gak?
S	Ya iya. Aku lebih seneng lagi belajar miss setelah pakai game itu. Lucu tadi gamenya miss meskipun ngawur hehe..
P	Ok, gitu aja deh dek. Thanks ya.
S	Sama-sama.

Interview 19
Hari, Tanggal : **Jumat, 3 Agustus 2012**
Pukul : **09.00**
P : **peneliti**
BR : **Bu Retno Kurniasih, S.Pd**
T : **Ruang Guru**

P	Ibu, maaf mengganggu lagi ya.
BR	Iya mbak gak apa-apa. Gimana? Mau wawancara ya?
P	Iya bu, bisa minta waktunya sebentar kan bu?
BR	Iya mbak, santai saja. Gimana?
P	Gini bu, bagaimana pendapat ibu tentang implementasi hari ini?
BR	Implementasi hari ini masih baik, seperti kemarin. Mungkin saya lihat tadi ada satu dua anak yang kurang memperhatikan mbak. Mereka asyik mengobrol. Tapi itu memang anaknya suka gitu.
P	Iya bu, tadi juga sudah saya peringatkan tapi ya diulangi lagi. Lalu bagaimana dengan aktifitas hari ini bu?
BR	Aktifitas hari ini masih baik. Hanya sedikit ada problem itu tadi. Tapi gak papa mbak, wajar itu hal yang biasa.

P	Begitu ya bu. Kalau penggunaan game nya gimana bu untuk hari ini?
BR	Lancar-lancar aja. Anak-anak seperti sudah familiar dengan gamenya padahal barus ekali ya mbak. Itu emang gamenya simple sih mba jadi ga bikin murid bingung. Jadi kalau untuk aktivitas belajarnya sendiri sudah tidak ada masalah. Anak-anak sudah tidak bingung dengan apa yang harus mereka lakukan di tiap langkahnya.
P	Ehm, bagaimana dengan interaksi antara siswa dan gurunya, maksud saya dengan saya bu?
BR	Masih baik. Mereka mau bertanya kepada mbak lia ketika mengalami kesulitan. Begitu pula mbak lia memberikan respon dan jawaban yang baik pula. Artinya interaksi antara mbak isnaini dengan anak-anak bisa berjalan dengan lancar.
P	Bagaimana dengan interaksi antar siswanya bu?
BR	Mayoritas mereka berinteraksi dengan baik juga. Jadi diskusi dan interaksi gamenya tadi berjalan dengan lancar karena mereka sangat termotivasi ada game segala biasanya saya gak pernah ngasih. Tapi ada satu dua anak yang ya begitulah. Tapi itu gak apa-apa mbak menurut saya, biasa.
P	Jadi menurut ibu dengan adanya game itu siswa lebih termotivasi untuk lebih aktif menggunakan berlatih bahasa inggris selama proses pembelajaran berlangsung?
BR	Sangat mempengaruhi mbak. Memang seperti itu. Ketika pembelajaran anak dikasih game merekasenang sekali merasa tertantang, mereka antusias sekali dalam belajar. Mereka ya itu tadi termotivasi intinya.
P	Iya bu, besok masih akan saya berlakukan game nya. Kira-kira ada saran bu untuk implementasi berikutnya?
BR	Ya itu mbak, nanti sebelum pelajaran mbak lia kasih pengarahan biar sedikit ada rasa gimana gitu. Sebenarnya hanya mengingatkan satu dua siswa yang tadi kurang memperhatikan tadi, tapi kan gak baik kalau tertuju sama anaknya langsung. Nanti takutnya minder atau gimana.
P	Iya bu, besok akan saya coba beri sedikit pengarahan. Mungkin ada lagi bu saran yang lainnya?
BR	Itu saja mbak. Yang lain-lain mungkin mbak lia lakukan seperti tadi.
P	Baik bu. Mungkin cukup bu untuk wawancara hari ini. Terimakasih banyak atas waktunya.
BR	Iya mbak, sama-sama. Besok tetep datang lebih awal ya.
P	Iya bu, insyaAllah. Kalau begitu saya permisi pamit pulang dulu bu.
BR	Iya mbak, monggo. Hati-hati ya.
P	Iya bu, Assalamualaikum.
BR	Walaikumsalam.

Interview 20
Hari, Tanggal : **Jumat, 3 Agustus 2012**
Pukul : **13.00**
P : **peneliti**
C : **Dyah Setya**
T : **Rumah kolaborator**

P	Bagaimana menurutmu implementasi hari ini?
C	Ya secara keseluruhan anak-anak lancar dan antusias mengerjakannya.
P	Terus untuk aktifitasnya gimana?
C	Anak-anaknya juga keliatan makin terlibat dalam proses belajar tadi.
P	Terus untuk interaksi antar siswanya gimana?
C	Ya itu tadi, jadi makin aktif interaksinya di kelompoknya.
P	Ehm, terus interaksi antara siswa dan gurunya gimana?
C	Mereka juga kadang masih nanyain pendapat bener nggak kata inggrisnya, ya bagus

	sih, jadi biar mereka lebih yakin juga.
P	Okay. Lalu apakah menurutmu mereka lebih termotivasi dan percaya diri untuk berbicara bahasa inggris selama proses pembelajaran berlangsung?
C	Beberapa siswa udah terlihat percaya diri ya tadi, ngomongnya udah mulai gak grogi malu kayak biasanya. Kan setiap pertemuan kamu kasih variasi aktivitas terus.
P	Terus apa mereka juga semakin termotivasi dengan adanya game tadi?
	Iya, jadi mereka semacam ada motivasi untuk lebih bisa berlatih berbicara bahasa inggris. Ya diterusin aja sih biar siswanya makin aktif ngomong.
P	Terus saran untuk implementasi berikutnya?
C	Yang game kayak tadi besok diterusin aja untuk memacu motivasi siswa.
P	Okay. Thank you.

Pertemuan 5 Cycle II
Interview 21
Hari, Tanggal : Selasa, 7 Agustus 2012
Pukul : 11.30
P : peneliti
S : Ikhhbal Asqi Wahyu
T : Ruang kelas

P	Hey dek, bisa minta waktunya sebentar untuk wawancara?
S	Bisa miss.
P	Ehm, sebelumnya, gimana pelajaran hari ini?
S	Asiik miss. Kayak kemaren-kemaren.
P	Okay, langsung aja ya. Menurut kamu bagaimana tentang belajar dengan menggunakan aktivitas pembelajaran tadi dikelas?
S	Asyik miss effective. Bisa santai belajarnya. Jadi apa yang kita pelajari dan apa yang kita telah praktekkan bisa masuk.
P	Kamu seneng pakai aktivitas pembelajaran ini di kelas?
S	Ya seneng miss. jadi gak bosan kalau berkelompok gini. Jadi gak cuma diterangin aja dan gurunya yang ngomong terus. Kalau cuma diterangin aja kayak biasanya itu cuma bikin ngantuk miss. Kalau kayak gitu tadi kan, kita jadi aktif.
P	Menurut kamu, kalau pakai interview activity, animal network dan fun crossword bisa nambah kosa kata gak?
S	Iya miss. Aku cuma tahu sedikit kosakata bahasa inggris. Kalo pake latihan kayak gini kan lumayan. Aku jadi ngerti banyak kata sekarang.
P	Kalo pake games tadi gimana dek?
S	Iya miss lumayan jadi pengen aktif akunya. Apalagi kalau liat temen-temen pada aktif gitu. Aku juga jadi termotivasi untuk aktif juga.
P	Terus lebih termotivasi lagi gak?
S	Lumayan sih dari pada sebelumnya.
P	Semakin percaya diri gak?
S	Iya miss, sedikit.
P	Okay, gitu aja deh dek. Thanks yaa waktunya.
S	Sama-sama miss.

Interview 22
Hari, Tanggal : Selasa, 7 Agustus 2012
Pukul : 11.30
P : peneliti
S : Chesa Robik W
T : Ruang kelas

P	Dek, bisa minta waktunya sebentar bisa?
S	Iya miss. Mau ditanya-tanya kayak iqbal miss?
P	Hehe, iya. Bisa?
S	Iya, bisa bisa miss.
P	Sebelumnya, gimana nih dengan pelajaran hari ini?
S	Seru, menyenangkan miss.
P	Oh yah? Bagus donk kalau gitu. Ehm, langsung aja ya, menurut kamu belajar dengan menggunakan aktivitas tadi gimana?
S	Bagus sih, soalnya bisa kita jadi bisa lbih aktif miss..
P	Apa kamu lebih bisa memahami bacaan menggunakan teknik itu?
S	Iya miss. Ya itu tadi, karena kita praktek langsung jadi kita paham beneran.
P	Km seneng gak?
S	Ya seneng miss. Kita kan bisa diskusi bersama temen gak cuma ngerjain soal sendiri. Jadi yang kita gak tahu mungkin bisa kita tanyakan ke temen yang lebih tahu. Terus bisa mengakrabkan temen juga.
P	Terus menurutmu yang kurang apa dari aktivitas ini?
S	Yang kurang? Yang kurang apa ya. Yang kurang ya tasknya itu miss kurang mudah alias susah.
P	Ehm, lebih termotivasi lagi gak waktu berbicara dengan menggunakan aktivitas ini?
S	Iya, soalnya kan lebih ingin tahu gitu lho sama apa yang bakal dipelajari.
P	Kalau pede, merasa lebih pede gak waktu berbicara bahasa inggris?
S	Iya, tentu saja. Kan kita udah tahu ternyata latihan ngomong tuh gak nakutin banget
P	Terus dengan adanya games tadi kamu lebih termotivasi lagi gak untuk mengikuti pelajaran?
S	Iya miss. Aku sebenarnya malu kalau harus tanya atau ngomong didepan teman-teman sekelas. Tapi liat temen-temen jadi aktif gitu aku juga pengen ikutan aktif ngomong.
P	Okedeh, makasih ya dek waktunya.
S	Udah miss? Beneran?
P	Iya, makasih ya.
S	Iya miss. Sama-sama.

Interview 23
Hari, Tanggal : Selasa, 7 Agustus 2012
Pukul : 12.00
P : peneliti
BR : Bu Retno Kurniasih, S.Pd
T : Ruang Guru

P	Maaf ya bu menunggu lama.
BR	Iya gak apa-apa mbak. Ini saya juga kebetulan nunggu anak saya ada ekstra. Dari pada bolak balik saya tunggu disini. Gimana udah selesai wawancara siswanya?
P	Iya, sudah bu. Apa bisa wawancara dengan ibu sekarang?
BR	Iya mbak, langsung aja.
P	Bagaimana menurut ibu implementasi hari ini?

BR	Implementasi hari ini cukup bagus.
P	Kalau untuk aktifitasnya bagaimana bu?
BR	Untuk aktifitasnya sendiri saya rasa masih bisa berjalan sesuai dengan rencana. Mungkin cuma jadi lebih lama ya dari biasanya.
P	Lalu bagaimana dengan interaksi siswa dengan gurunya?
BR	Saya rasa kalau interaksi mbak isnaini dengan anak-anak tetap bisa berjalan dengan baik.
P	Bagaimana dengan interaksi antar siswanya bu?
BR	Ya meningkat mba apalagi tadi ada aktivitas network yang mba lia bikin sendiri pake kertas warna warni itu, anak-anak jadi pada antusias sekali.
P	Iya bu. Jadi menurut ibu dengan adanya aktivitas tadi dikelas mempengaruhi keaktifan mereka?
BR	Kan sudah terbukti ya mbak.
P	Begitu ya bu. Kemudian ada saran tidak bu untuk implementasi berikutnya?
BR	Saya rasa gak ada mbak. Mungkin dicoba dilakukan hal yang sama lagi saja ada game lain. Nanti kita lihat lagi, kalau memang belum bisa, belum berhasil, baru dipikirkan solusinya lagi.
P	Baik bu. Kalau begitu mungkin itu dulu bu.
BR	Sudah mbak?
P	Iya. Nanti kalau memang ada lagi saya hubungi ibu lagi. Saya juga sekalian mau pamit pulang bu.
BR	Oh ya mbak, hati-hati ya.
P	Iya bu, assalamualaikum.
BR	Walaikumsalam.

Pertemuan 6 Cycle II

Interview 24

Hari, Tanggal : **Jumat, 10 Agustus 2012**
Pukul : **08.30**
P : **peneliti**
S : **Kristian Nugroho**
T : **Ruang kelas**

P	Eh dek, bisa minta waktunya sebentar?
S	Iya miss, boleh. Mau apa to miss?
P	Gk, Cuma pengen nanya-nanya aja. Eh, gimana aktivitas pembelajaran hari ini?
S	Sangat mengasikkan miss, bagus. Aku jadi lebih paham dan jadi ngerti kalo ngomong pake bahasa Inggris ternyata gak nakutin. Terus enak kita ngerjainnya sambil main dan gak sendiri-sendiri.
P	Uhm, okay. Jadi kamu lebih senang bisa belajar bahasa inggris sambil praktek sendiri ya?
S	Seneng lah miss, bisa aktif, gak Cuma dengerin gurunya. Jadi bisa lebih paham karena langsung praktek.
P	Begitu ya. Jadi dengan aktivitas tersebut kamu bisa lebih mau berlatih berbicara?
S	Iya miss, jadi lebih mau karena bareng-bareng sama temen.
P	Okay. Menurut kamu, kalau pakai interview activity, animal network dan crossword bisa nambah kosa kata gak?
S	Iya lah miss. Aku senang malah. Apalagi kalau aku bisa nulis banyak kata dan bener. Rasanya senang banget. Kayak pas itu miss pas crossword. Seneng banget bisa nemuin beberapa nama binatang sama penggambarannya.
P	Oh ya. Terus kamu lebih termotivasi gak pake game tadi?

S	Iya miss. Aku jadi semangat gitu. Gak malu-malu lagi deh kalau mau ngomong atau nanya sesuatu ke temen lain.
P	Kamu jadi gak males belajar bahasa inggggris yaa? Hehe...
S	Iya gitu deh, miss... hehehe

Interview 25
Hari, Tanggal : **Jumat, 10 Agustus 2012**
Pukul : **08.30**
P : **peneliti**
S : **Ririn Nur**
T : **Ruang kelas**

P	Halo dek, bisa minta waktunya sebentar?
S	Bisa miss.
P	Gini, miss mau tanya-tanya. Gimana pelajaran hari ini?
S	Menyenangkan, santai, rame suasananya tapi tetep serius belajar.
P	Iya, gitu ya syukur deh hehe...eh kamu seneng pakai aktivitas pembelajaran yang miss kasih selama ini di kelas?
S	Ya seneng miss. Kita kan bisa diskusi bersama temen gak Cuma ngerjain soal sendiri. Jadi yang kita gak tahu mungkin bisa kita tanyakan ke temen yang lebih tahu. Terus bisa mengakrabkan temen juga.
P	Menurut kamu, kalau pakai interview activity, animal network dan crossword bisa nambah kosa kata gak yang miss selama ini kasih?
S	Iya lah miss. Menarik banget. Menarik banget. Aku jadi lumayan tahu banyak kata bahasa Inggris. Soalnya kayak pas kemaren kita disuruh ada animal network itu miss, kita harus cari tahu hal-hal yang berhubungan sama hewannya.
P	Biasa lebih memahami bacaan gak dengan menggunakan teknik itu?
S	Ya iyalah miss. Kalau berkelompok gitu tuh jadi enak. Kalau mikir sendiri kadang males, terus kalau udah gak bisa ya udah. Kalau kelompokan kan bisa diskusi sama temennya.
P	Terus berarti seneng pake aktivitas yang selama ini miss kasih?
S	Ya seneng miss, cuma kadang agak susah prkteknya hehehe...
P	Menurutmu ada yang kurang gak sih dari penerapan aktivitas pembelajaran itu?
S	Yang kurang kayaknya gak ada.
P	Uhm, terus kamu lebih termotivasi gak waktu berbicara dengan menggunakan aktivitas itu?
S	Ya iya miss. Pengen aktif jadinya.
P	Ehm, kalau itu adanya game itu kamu jadi lebih termotivasi lagi gak untuk aktif selama pelajaran?
S	Iya miss. Aku seneng. Jadi berasa ngomong beneran gitu. Bikin seru pelajaran, miss gak sepi kayak biasanya hehe..
P	Okedeh, kayaknya gitu aja. Makasih ya waktunya.
S	Sama-sama miss.

Interview 26
Hari, Tanggal : **Jumat, 10 Agustus 2012**
Pukul : **09.00**
P : **peneliti**
BR : **Bu Retno Kurniasih, S.Pd**
T : **Ruang Guru**

P	Maaf ibu, bisa minta waktunya sebentar untuk wawancara seperti biasanya?
BR	Iya, bisa-bisa mbak. Gimana?
P	Bagaimana menurut ibu implementasi hari ini?
BR	Implementasi hari ini bagus, meningkat, motivasi mereka juga jadi tinggi.
P	Kalau untuk aktifitasnya bagaimana bu?
BR	Untuk aktifitasnya sendiri saya rasa bisa berjalan sesuai dengan rencana.
P	Lalu bagaimana dengan interaksi siswa dengan gurunya?
BR	Saya rasa kalau interaksi mbak isnaini dengan anak-anak tetap bisa berjalan dengan baik. Kalau punya kesulitan mereka bertanya,mba lia juga merespon seperti biasanya.
P	Bagaimana dengan interaksi antar siswanya bu?
BR	Kalau untuk interaksi antar siswanya, mungkin pas awal belum begitu maksimal ya, tp mulai pertengahan sampai akhir bagus.
P	Iya bu. Lalu menurut Ibu, apakah dengan adanya aktivitas game seperti ini siswa lebih termotivasi lagi dalam proses pembelajaran?
BR	Oh iya mbak, kalau itu pasti ya. Anak-anak memang begitu mbak, kalau ada sesuatu atau kegiatan yang menarik mereka antusias pengen tahu. Saya lihat anak-anak memang jadi lebih aktif, lebih sering ngomong pake bahasa Inggris.
P	Begitu ya bu. terus apakah mereka terlihat lebih percaya diri lagi dalam berbicara?
BR	Iya mbak, lebih pede sekali. Sepertinya juga saya lihat aktivitas pembelajaran semacam ini cukup efektif mbak untuk pengajaran speaking.
P	Ehm, begitu ya bu. Lalu, apakah ibu berencana untuk menggunakan aktivitas pembelajaran seperti ini dalam pengajaran speaking?
BR	Iya mbak, besok akan saya gunakan dikelas lainnya deh. Paling tidak untuk selingan biar anak-anak tidak bosan dengan cara saya terus. Nanti saya minta referensinya ya. Buku-buku yang mbak lia gunakan biar nanti saya baca-baca lagi dan saya pahami lagi bagaimana aktivitas ini digunakan di kelas.
P	Iya bu, boleh. Nanti saya copy kan. Ya sudah bu, mungkin itu saja untuk wawancara kali ini. Karena ini pertemuan terakhir, saya mau berterimakasih banyak sama ibu karena telah bersedia membantu saya selama penelitian berlangsung.
BR	Iya mbak, sama-sama. Selama saya masih bisa membantu, saya akan bantu. Pas sekali waktunya mba, minggu depan kan sudah libur.
P	Iya bu. Ya sudah bu, mungkin itu saja. Saya mau permisi pamit pulang.
BR	Iya mbak, semoga sukses ya cepet selesai skripsinya.
P	Iya bu. Terima kasih sekali. Mari bu, Assalamualaikum.
BR	Waalaikumsalam. Hati-hati ya mbak.
P	Iya bu.

Interview 27
Hari, Tanggal : **Jumat, 10 Agustus 2012**
Pukul : **13.00**
P : **peneliti**
C : **Dyah Setya**
T : **Rumah kolaborator**

P	Bagaimana menurutmu implementasi hari ini?
C	Siswanya p aktif dan antusias ya ngerjainnya. Mereka juga suka topiknya, jadi bisa lancar belajar speaking pake aktivitas yang kamu kasih.
P	Untuk aktifitasnya gimana?
C	Anak-anak tadi aktif interaksinya, mereka jadi antusias.
P	Terus untuk interaksi antar siswanya gimana?
C	Tiap siswa interaksinya aktif tadi, udah terbiasa kali.
P	Ehm, terus interaksi antara siswa dan gurunya gimana?
C	Ya bagus tadi, mereka tadi udah nggak segan atau malu lagi kalo mau nanya pake bahasa inggris.
P	Menurut kamu, apakah dengan adanya games seperti ini siswa lebih termotivasi lagi dalam proses pembelajaran?
C	Iya sih kalau aku liat. Mereka seneng sama aktivitas bermain sambil belajar gitu. Tadi juga ada yang tiba-tiba mau maju kan. Soalnya sebelum kamu kasih games muridnya tuh banyak yang mulai males-malesan itu lho. Liat kan ada yang ngobrol sendiri kamu tegur malah senyum aja. Terus ada yang cuma diem aja.
P	Okay. Lalu Menurut kamu, apakah dengan adanya network vocabulary sama crossword ini siswa lebih meningkat kosakatanya?
C	Iya sih kalau aku liat. Mereka seneng dikasih kayak gitu. Tadi juga ada yang tiba-tiba mau maju ngerjain kan. Soalnya sebelum kamu kasih media colorful tambah deh tertarik.
P	Okedeh, gitu aja. Makasih ya.
C	Iya.

APPENDIX C
Interview Guideline

INTERVIEW GUIDELINE

→ Before the implementation

A. For the English teacher

1. What are the problems usually faced by the students in speaking English (L2)? Do the students often get nervous to speak English (L2)?
2. How do you attract and stimulate your students to speak English (L2) and get involved actively during the lesson?
3. Do you often give your students group work activities during English lesson?
4. What about the percentage of English (L2) do you and your students use during the English lesson?

B. For the students

1. Do you like English?
2. Do you and your teacher often use English during the lesson?
3. Do you often get nervous to speak English?
4. What are your difficulties in speaking English?
5. Does your teacher often give group work activities or kind of discussion during the lesson?

→ After the implementation

A. For the English teacher

1. What do you think about the communicative tasks used in the lesson?
2. What do you think about the activities?
3. Do you think the students are motivated and confident to be active to speak English (L2) while they were doing the tasks?
4. What do you think about the interaction among students during the teaching and learning process?
5. What do you think about the interaction between the teacher and the students during the teaching and learning process?
6. Did by doing the tasks, the percentage of the use of English (L2) among students increase?
7. Is there any suggestion and advice for the next implementation to make the students more active to speak English (L2) during the lesson?

B. For the students

1. Bagaimana pendapat adik tentang aktivitas pembelajaran yang dilakukan dikelas tadi? Menarik tidak?
2. Apakah dengan menggunakan aktivitas yang tadi diberikan membuat adik menjadi tidak bosan selama pelajaran?
3. Apakah adik menjadi tidak gugup dan percaya diri untuk berbicara menggunakan bahasa Inggris dengan mengerjakan aktivitas yang tadi diberikan?
4. Apakah adik lebih termotivasi dan terdorong untuk menggunakan bahasa Inggris selama pelajaran dengan mengerjakan aktivitas yang tadi diberikan?
5. Menurut adik, apakah dengan menggunakan aktivitas berkelompok seperti tadi membuat adik lebih senang bekerja sama dalam kelompok?
6. Menurut adik, apa yang kurang dari aktivitas pembelajaran yang dilakukan dikelas tadi?

C. For collaborator

1. What do you think about the communicative tasks used in the lesson?
2. What do you think about the activities?
3. Do you think the students are motivated and confident to be active to speak English (L2) while they were doing the tasks?
4. What do you think about the interaction among students during the teaching and learning process?
5. What do you think about the interaction between the teacher and the students during the teaching and learning process?
6. Did by doing the tasks, the percentage of the use of English (L2) among students increase?
7. Is there any suggestion and advice for the next implementation to make the students more active to speak English (L2) during the lesson?

APPENDIX D
Attendance List

ATTENDANCE LIST OF CLASS VIII B
SMPN 4 WONOSARI

No.	NAME	Date (July-August 2012)					
		24	27	31	3	7	10
1.	Adelia Nofitasari	•	•	•	•	•	•
2.	Aditya Hera Wijaya	•	•	•	•	•	•
3.	Alifah Nurhasanah	•	•	•	•	•	•
4.	Amalia Priyandani	•	•	•	•	•	•
5.	Andika Diah Nur Safitri	•	•	•	•	•	•
6.	Anggita Vera Andani	•	•	•	•	•	•
7.	Aprilia Ufaningsih	•	•	•	•	•	•
8.	Arman Restu Dewangga	•	•	•	•	•	•
9.	Artika Dwi Puspita	•	•	•	•	•	•
10.	Bagas Octa Pangestu	•	•	•	•	•	•
11.	Bagus Jiwandono	•	•	•	•	•	•
12.	Chesa Robit Wirandita	•	•	•	•	•	•
13.	Deni Setiyawan	•	•	•	•	•	•
14.	Dhany Dewantara	•	•	•	•	•	•
15.	Dimas Nugraha Wirautama	•	•	•	•	•	•
16.	Ellyta Liska Andriani	•	•	•	•	•	•
17.	Evi Kurniawati	•	•	•	•	•	•
18.	Ghofur Rahma Surya	•	•	•	•	•	•
19.	Guntur Wahyu Musnandar	•	•	•	•	•	•
20.	Habib Muhammad Fajar	•	•	•	•	•	•
21.	Hani Satriya Pamungkas	•	•	•	•	•	•
22.	Ikhbal Asqi Wahyu Fadloli	•	•	•	•	•	•
23.	Ivan Mahendra	•	•	•	•	•	•
24.	Kristian Nugroho	•	•	•	•	•	•
25.	Sultan Bayu Samudra	•	s	•	•	•	•
26.	Putri Wahyuningsih	•	•	•	•	•	•
27.	Rinqu Kintana Warih Kusuma	•	•	•	•	•	•
28.	Ririn Nuristiana R	•	•	•	•	•	•
29.	Riski Dwi Cahya Nugraha	•	•	•	•	•	•
30.	Sherlyn Deviana Putri	•	•	•	•	•	•
31.	Silvia Fika Akhira	•	•	•	•	•	•

APPENDIX E
Lesson Plans & Course Grid

LESSON PLAN

Name of School : SMP N 4 Wonosari
 Subject : English
 Grade/Semester : VIII / I
 Kind of Text : Simple monologue
 Skill : Speaking
 Time Allocation : 6 x 40 minutes
 Standard Competence

Expressing the meaning of short functional texts and simple monologue texts in the form of *descriptive* and *recount* in daily life context.

Basic Competence

Expressing the meaning and rhetorical steps accurately, fluently, and acceptably by using kind of oral language in daily life context in the form of *descriptive* and *recount*.

A. Learning Objective

Students are expected to be able to retell a descriptive text.

B. Indicator

Students are able to :

- describe a person's physical appearances

C. Teaching Method

Presentation, Practice, Production

D. Learning Activities

i. Meeting 1

▪ Pre activities

1. Greeting the students
2. Praying
3. Checking attendance
4. Asking condition of the students

▪ Main activities

1. Teacher introduces herself including her family and her favorite idol

2. Giving the students pictures of artist and leading class discussion
3. Asking the students to identify pictures based on their knowledge
4. Explaining about descriptive text (purposes and generic structures) and demonstrates (again) how to describe a person's physical appearances.
5. Giving the students some artist's pictures and asking them to describe physical appearances of the pictures
6. Asking each group to report their work orally while comparing the other group
7. Explaining about descriptive text (purpose, structure, and examples)

▪ **Closing**

1. Giving the chances for the students to ask questions
2. Resuming about what have been learnt
3. Leave taking

ii. Meeting 2

▪ **Pre activities**

1. Greeting the students
2. Praying
3. Checking attendance
4. Asking the condition of students

▪ **Main activities**

1. Reviewing the last materials and discussing it together with the students
2. Asking the students to do a survey activity about friend's favorite idol
3. Explaining the steps and the rules about the activity
4. Asking the students to report the result of their survey orally in front of the class

▪ **Closing**

1. Giving the chances for the students to ask questions
2. Resuming about what have been learnt
3. Leave taking

iii. Meeting 3

▪ **Pre activities**

1. Greeting the students
2. Praying

3. Checking attendance
4. Asking the condition of students

- **Main activities**

1. Reviewing the last materials
2. Asking the students to describe their family's physical appearances based on the picture they bring orally in front of the class

- **Closing**

1. Giving the chances for the students to ask questions
2. Resuming about what have been learnt
3. Leave taking

E. Sources

- Internet
- Relevant book
 - Scaffolding (English for Junior High School Grade VIII)

F. Materials

- Enclosed

English Teacher

Wonosari, July 2012
Researcher

Retno Kurniasih, S.Pd
NIP.

Wiranti Yulianingrum
NIM. 07202244005

UNIT 1

WHAT DO THEY LOOK LIKE ?



Lead in



Task 1

Look at the pictures.



What do you know about the pictures?

What do you think about the pictures?



Work in pairs. Look at the following artists. Who and what are they? Answer and write your work in the table. Look at the example.



(a)



(b)



(c)



(d)



(e)



(f)

Work Table

(a)	Arumi Bachsin	Actress
(b)		
(c)		
(d)		
(e)		
(f)		

Language Focus

Study the following explanation. The following words are used to describe a person’s physical appearances.

Height	Body	Age	Hair	Face	Eyes	Skin
Tall	Fat	Young	Short	Oval	Big	Dark
Short	Muscular	Old	Long	Round	Round	Bright
	Slim	Teenager	Curly	Square	Blue	Brown
	Thin		Wavy	Wrinkle	Brown	
			Straight	Pale	Green	
			Black	Bearded		
			Brown	Shaved		

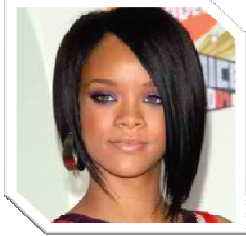
NOTES.

- The purpose of descriptive text is to describe a particular person, place or thing in details ((it focuses on the characteristic features of particular thing).
- The generic structure of descriptive text:
 1. Identification
 2. Description



Task 4

Look at the following artists. Please, work in group.
Describe their physical appearances. Look at the example.



Rihanna

- She has straight black hair
- She has brown eyes
- Her skin is dark

Pictures.



(i). Norman Kamaru



(ii). Kiki Farrel



(iii). Baim



(iv). Megan Fox



(v). Yoon Eun Hye



(vi). Rain



Task 5

In a group of four, make a survey. Ask your friends about their favorite idol and his/her physical appearances.

Name	Favorite idol	Physical appearances



Task 6

Report your work orally in front of the class by using the format below.

Survey Report

Good morning friends...

Now, I would like to report my survey about my friend's favorite idol.

Based on my survey:

That is all of my report. Thank you.



Task 7

Tell to your friends about your family in front of the class. Also describe the physical appearances of your each family member in the photograph you bring by using the format below.

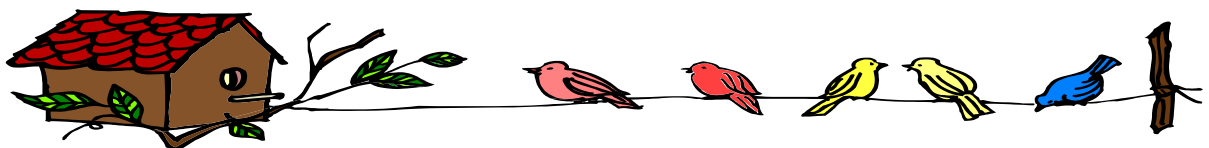
My Family

Good morning friends...

Today, I would like to tell you about my family.

This is a picture of my family. They are....

Thank you.



UNIT 2

It Is My Favorite!!



Lead in

Task 1

Look at the pictures.



(A)



1001
ways
to love
the game

(B)



(C)

Task 2

Work in pairs. Study the following objects carefully. Write the description of each object. Look at the example.



(a) It is a pillow. (b)



(c)



(d)



(e)



(f)



(g)



(h)

(a)	a wallet
(b)	a mobile phone
(c)	a pillow
(d)	a bag
(e)	a watch
(f)	a jacket
(g)	a comb
(h)	a flat shoes

Task 3

Language Focus

Study the following explanation.

In describing things, you often use Adjectives. Here are some examples of phrases using adjectives :






- a **green plastic** bag
- a **red** pencil case
- a **leather** purse
- a **thick** book

The bold words in the phrases above are called **Adjectives**. They are used to describe things. You can put Adjectives to describe things in the following order :

Adjectives				Thing
Size	Age	Colour	Material	
small	old	black	plastic	box
big	new	white	aluminium	chair
large		green	iron	table
thick		red	wooden	bed
thin		blue	leather	purse
		yellow		bag
		silver		
		purple		

Task 4

Look at the following objects. Please, work in pairs. Describe the objects. Look at the example.

No.	Pictures	Descriptions
1.		<ul style="list-style-type: none"> It is a new red chair It has five wheels
2.		
3.		
4.		
5.		

6.



Task 5

Describe and draw. Work with your partner. One as student A and one as student B. Student 'A' who is describing the things and student 'B' who is drawing the things. Pay attention to your teacher's instructions.

Task 6

In groups, make an interview. Ask your friends about things they bring in their bag. Look at the example. You can use these sentences to help you.

Example : A : Hi, Ajeng. May I know what are you bringing in your bag?
B : Hi, Lia. Yes, of course. Today, I bring ..., ..., ..., etc.

Your classmate's name	Things in his/her bag	Descriptions
Ganda	<input checked="" type="checkbox"/> a book <input checked="" type="checkbox"/> a wallet <input checked="" type="checkbox"/> a handkerchief <input checked="" type="checkbox"/> a hat	<input checked="" type="checkbox"/> It is a thick red book <input checked="" type="checkbox"/> It is an old brown wallet <input checked="" type="checkbox"/> It is a small white handkerchief <input checked="" type="checkbox"/> It is a new blue hat

Task 7

Report your work orally in front of the class by using the format below.

Interview Report

Good morning friends...

Now, I would like to report my interview about things in my friend's bag.

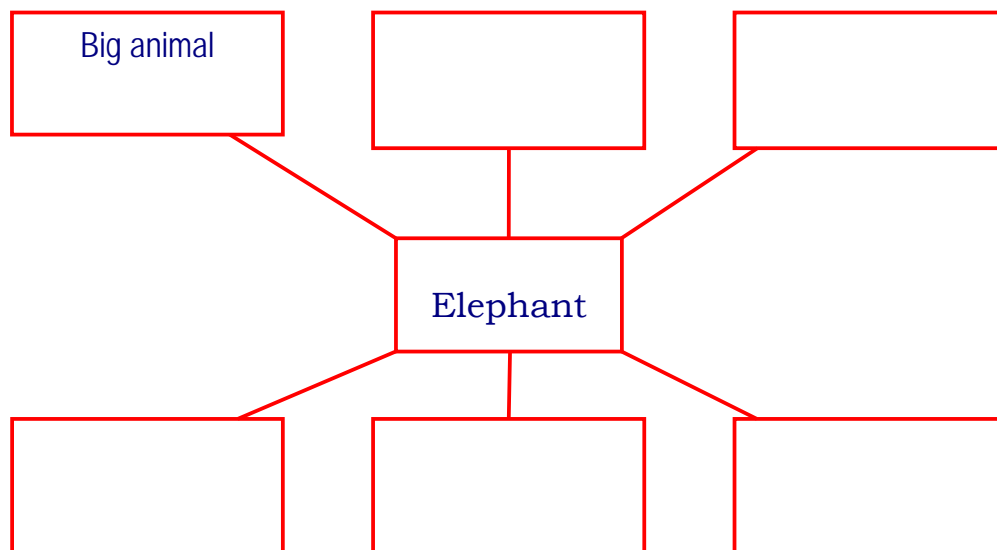
Based on my interview:
Things in Ganda's bag are...

That is all of my report. Thank you.

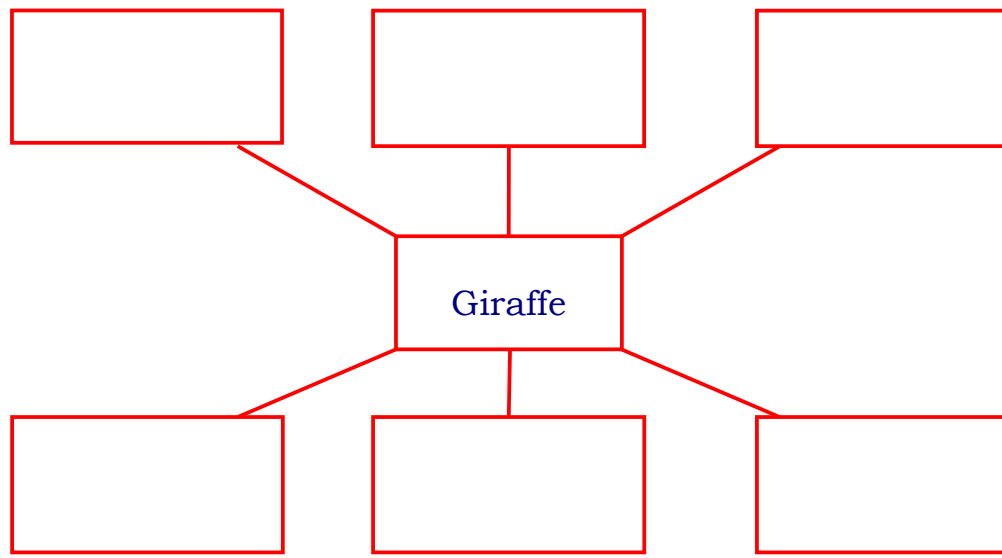
Task 8

Work in groups. Look at the following vocabulary network of animals. Then, write the related things about the animals. Report your work in front of the class. Look at the example.

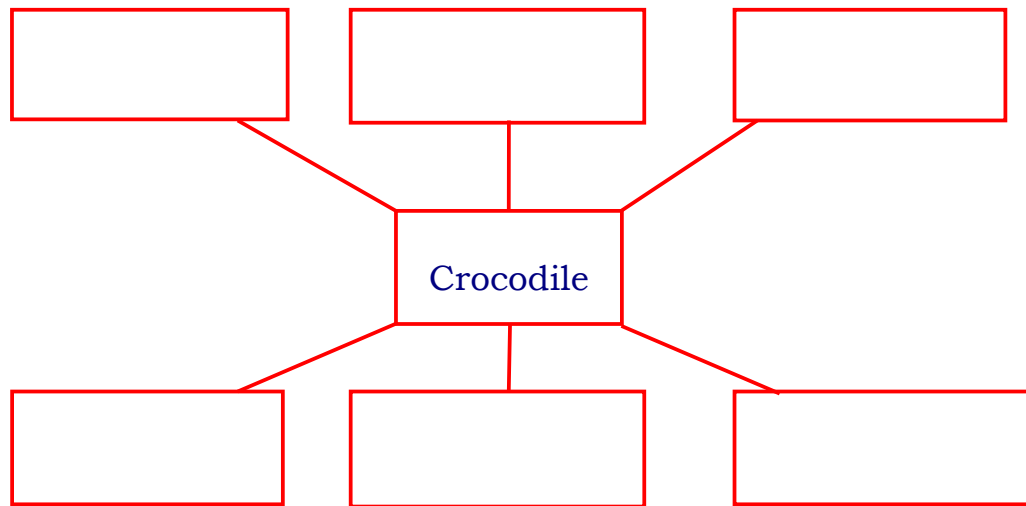
(A)



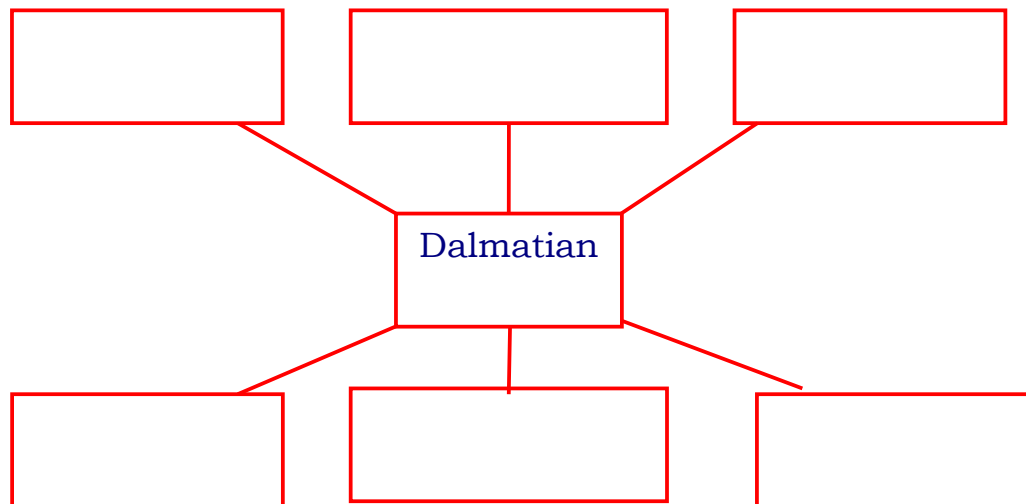
(B)



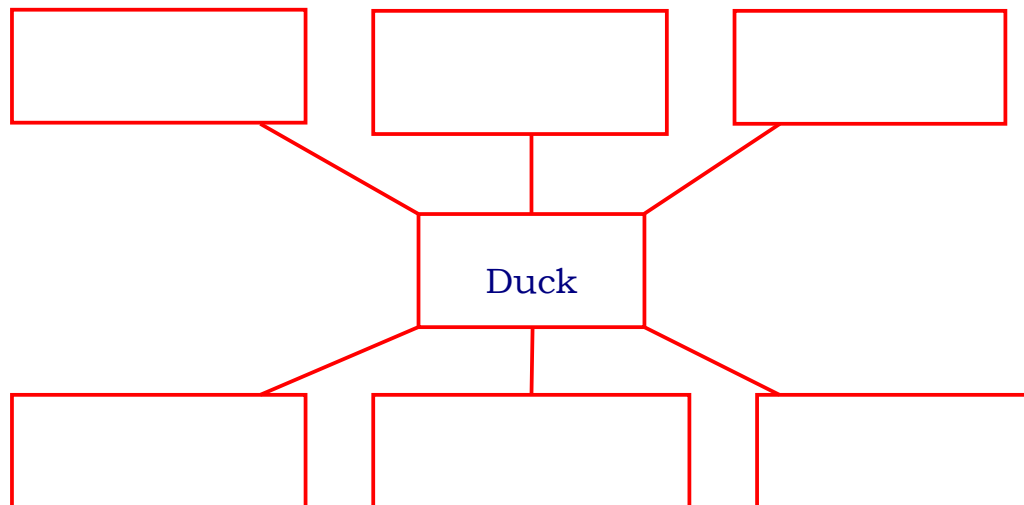
(C)



(D)



(E)



Task 9

Work in group of four. Do the fun crossword below to get the name of animals. Then, put a line in the name you find in the crossword table. Try to describe the animals at least in three sentences. Look at the example given by your teacher.

FUN SPACE

Find six names of animal in the crossword

A	H	K	C	A	T	V	O	N	T	i	E	L
E	M	E	B	i	K	C	H	U	W	H	G	A
O	V	O	Z	Y	A	S	H	O	C	O	W	T
M	U	F	N	N	O	D	O	G	E	R	O	i
L	i	G	G	K	B	A	H	D	V	S	J	A
O	i	C	E	R	E	C	R	A	J	E	S	P
R	A	B	B	i	T	Y	F	E	L	L	i	N

Task 10

Let's play the twenty questions game. Please, work in pairs. Give the clues and let your friend guesses what the animal is. Look at the example.

Example ~~~~~> The answer is 'A dog'.

A : Is it alive?

B : Yes...

A : Is it live in water?

B : No...

A : Is it a pet?

B : Yes...

A : Does it have four legs?

B : Yes...

A : Does it have fur?

B : No...

Etc.

LESSON PLAN

Name of School : State Junior High School 4 Wonosari
 Subject : English
 Grade/Semester : VIII / I
 Kind of Text : Simple monologue
 Skill : Speaking
 Time Allocation : 6 x 40 minutes

Standard Competence

Expressing the meaning of short functional texts and simple monologue texts in the form of *descriptive* and *recount* in daily life context.

Basic Competence

Expressing the meaning and rhetorical steps accurately, fluently, and acceptably by using kind of oral language in daily life context in the form of *descriptive* and *recount*.

A. Learning Objective

Students are expected to be able to retell a descriptive text.

B. Indicator

Students are able to :

- describe things and animals

C. Teaching Method

Presentation, Practice, Production

D. Learning Activities

1) Meeting 1

▪ Pre activities

1. Greeting the students
2. Praying
3. Checking attendance

4. Asking condition of the students

- **Main activities**

1. Giving apperception about the new materials by having class discussion
2. Giving picture of some objects and asking the students to describe those things
3. Asking the students to share their work orally while comparing with other groups
4. Asking the students to do '*describe and draw*' game (in pairs)
5. Asking the students to perform the game in front of the class

- **Closing**

1. Giving the chances for the students to ask questions
2. Resuming about what have been learnt
3. Leave taking

2) Meeting 2

- **Pre activities**

1. Greeting the students
2. Praying
3. Checking attendance
4. Asking condition of the students

- **Main activities**

1. Reviewing the last materials
2. Asking the students to do an interview activity about things in a friend's bag
3. Asking the students to report the result of their interview orally in front of the class
4. Giving brief apperception about describing an animal
5. Asking the students to do the animal network vocabulary
6. Asking the students to share their work by having class discussion

- **Closing**

1. Giving the chances for the students to ask questions
2. Resuming about what have been learnt
3. Leave taking

3) Meeting 3

- **Pre activities**

1. Greeting the students
2. Praying
3. Checking attendance
4. Asking condition of the students

- **Main activities**

1. Reviewing the last materials
2. Asking the students to do the fun crossword task
3. Asking the students to report and share their work while comparing with other groups
4. Asking the students to do the '*twenty questions*' game
5. Asking the students to perform the game in front of the class

- **Closing**

1. Giving the chances for the students to ask questions
2. Resuming about what have been learnt
3. Leave taking

E. Sources

- Internet
- Relevant book
 - Scaffolding (English for Junior High School Grade VIII)

F. Materials

- Enclosed

English Teacher

Wonosari, August 2012
Researcher

Retno Kurniasih, S.Pd
NIP.

Wiranti Yulianingrum
NIM. 07202244005

**IMPROVING THE USE OF L2 AMONG L2 LEARNERS IN THE ENGLISH CLASSROOM BY USING COMMUNICATIVE TASKS FOR GRADE
VIII STUDENTS IN SMPN 4 WONOSARI**

COURSE GRID

School : SMPN 4 Wonosari Class : VIIIB
Subject : English Materials : Descriptive Text (Describe a person's physical appearances)

Standard Competence : Expressing the meaning of short functional texts and simple monologue texts in the form of *descriptive* and *recount* in daily life context.

Basic Competence : Expressing the meaning and rhetorical steps accurately, fluently, and acceptably by using kind of oral language in the form of *descriptive* and *recount* in daily life context.

CYCLE 1 UNIT	INDICATOR	LEARNNG MATERIALS	LEARNING ACTIVITIES	SOURCES	MEDIA
<u>What do they look like?</u>	Students are able to describe a person's physical appearances.	<p><u>Descriptive text</u></p> <ul style="list-style-type: none"> Purpose: to describe a particular person, place or thing in detail (it focuses on the characteristic features of particular thing). Generic Structure: <ol style="list-style-type: none"> Identification <ul style="list-style-type: none"> an introduction to the subject of the description 	<p><u>1. Pre activities</u></p> <ul style="list-style-type: none"> The teacher give apperception about materials that they are going to learn The teacher collects the ideas and opinions about the materials that going to learn by having class discussion. <p><u>2. Main activities</u></p> <p>a. Describing the pictures</p> <ul style="list-style-type: none"> The students are asked to describe the physical appearances of some artist in general based on their knowledge. 	<p>Internet</p> <ul style="list-style-type: none"> Scaffolding (English for Junior High School Grade VIII) 	<p>Teaching aids</p> <p>Pictures</p> <p>Printed materials</p>

		<p>2. Description</p> <ul style="list-style-type: none"> • characteristics of the subject <p>e.g. physical appearances, qualities, habitual behavior, and significant attributes.</p>	<p>b. Survey activity</p> <ul style="list-style-type: none"> • The students are asked to make a survey about their friend's favourite idol including the idol's physical appearances. • The students are asked to report their survey result orally in front of the class using format given by the teacher. <p>c. They are my family</p> <ul style="list-style-type: none"> • The students are asked to bring their family picture • The students are asked to tell about their family including their physical appearances orally in front of the class. <p>3. Closing</p> <ul style="list-style-type: none"> - The teacher and students resume the important points of the materials they have been learnt. 		
--	--	--	--	--	--

**IMPROVING THE USE OF L2 AMONG LEARNERS IN THE ENGLISH CLASSROOM BY USING COMMUNICATIVE TASKS FOR GRADE VIII
STUDENTS IN SMPN 4 WONOSARI**

COURSE GRID

School : SMP N 4 Wonosari Class : VIIIB
Subject : English Materials : Descriptive Text (Describe things and animals)

Standard Competence : Expressing the meaning of short functional texts and simple monologue texts in the form of *descriptive* and *recount* in daily life context.

Basic Competence : Expressing the meaning and rhetorical steps accurately, fluently, and acceptably by using kind of oral language in the form of *descriptive* and *recount* in daily life context.

CYCLE 2 UNIT	INDICATOR	LEARNNG MATERIALS	LEARNING ACTIVITIES	SOURCES	MEDIA
<u>This is my favourite!</u>	Students are able to describe things and animals.	<p><u>Descriptive text</u></p> <ul style="list-style-type: none"> Purpose: to describe a particular person, place or thing in detail (it focuses on the characteristic features of particular thing). Generic Structure: <ol style="list-style-type: none"> Identification <ul style="list-style-type: none"> an introduction to the subject of the 	<p><u>1. Pre activities</u></p> <ul style="list-style-type: none"> The teacher give apperception about materials that they are going to learn The teacher collects the ideas and opinions about the materials that going to learn. <p><u>2. Main activities</u></p> <p>a. Describing objects</p> <ul style="list-style-type: none"> The students are asked to describe some objects 	<p>Internet</p> <ul style="list-style-type: none"> Scaffolding (English for Junior High School Grade VIII) 	<p>Teaching aids</p> <p>Pictures</p> <p>Printed materials</p>

		<p>description.</p> <p>2. Description</p> <ul style="list-style-type: none"> characteristics of the subject <p>e.g. physical appearances, qualities, habitual behavior, and significant attributes.</p>	<p>b. Describe and draw (in pairs)</p> <ul style="list-style-type: none"> In pairs, one student describes the thing and one student drawings the thing. <p>c. Interview and report their result orally</p> <ul style="list-style-type: none"> The students in a group are asked to make an interview about things that their friends bring in their bag. The students asked to report their work orally in front of the class using format given by the teacher. <p>d. The animal's network (in groups)</p> <ul style="list-style-type: none"> The students are given the vocabulary network of animals that contain some names of animal. The students are asked to describe the related things about those animals. The students report their work orally in front of the class. <p>e. Fun space crossword</p> <ul style="list-style-type: none"> The students are asked to find six hidden names of animals in the crossword. The students are asked to describe the 		
--	--	--	---	--	--

			<p>animals they find in the crossword at least in three sentences.</p> <p>f. The twenty questions game</p> <ul style="list-style-type: none"> • The students are asked to work in pairs. One student gives some clues about an animal. And one student guesses what the animal is. <p>3. <u>Closing</u></p> <ul style="list-style-type: none"> - The teacher and the students resume the important points of the materials they have been learnt. 		
--	--	--	---	--	--

APPENDIX F
Photographs

Photographs



The students are less motivated during the teaching and learning process of speaking.



The interaction among students has not been really good. The students are still awkward to have discussion and interaction one another among their friends in a group.



The students report their work orally in front of the class.



There is a good interaction among the students in the group.



All the students in the group are actively involved in the classroom activities.



The students are very interested in doing network vocabulary.



The students are enthusiastic in doing fun crossword.



The students play the '*describe and draw*' game.



The students play the '*twenty questions*' game.

APPENDIX G
Letters



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id/>

FRM/FBS/33-01
10 Jan 2011

Nomor : 841/UN.34.12/PP/VI/2012
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

22 Juni 2012

Kepada Yth.
Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Provinsi DIY
Kompleks Kepatihan-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

Improving the Use of L2 Learners in English Classroom by Using Communicative Tasks at English Grade Students in State Junior High School 4 Wonosari

Mahasiswa dimaksud adalah :

Nama : WIRANTI YULIANINGRUM
NIM : 07202244005
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Juli – September 2012
Lokasi Penelitian : SMPN 4 Wonosari

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Wakil Dekan

Dr. Widyastuti Purbani, M.A.
NIP 19610524 199001 2 001

Tembusan:
Kasubag UMPER FBS UNY



PEMERINTAH PROVINSI DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

070/6207/V/6/2012

Membaca Surat : Wakil Dekan I Fak. Bahasa dan Seni UNY Nomor : 841/UN.34.12/PP/VI/2012
Tanggal : 22 Juni 2012 Perihal : Permohonan Izin Penelitian

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : WIRANTI YULIANINGRUM NIP/NIM : 07202244005
Alamat : Karangmalang Yogyakarta
Judul : IMPROVING THE USE OF L2 LEARNERS IN ENGLISH CLASSROOM BY USING COMMUNICATIVE TASKS AT ENGLISH GRADE STUDENTS IN STATE JUNIOR HIGH SCHOOL 4 WONOSARI
Lokasi : SMP N 4 Kec. WONOSARI, Kota/Kab. GUNUNG KIDUL
Waktu : 27 Juni 2012 s/d 27 September 2012

Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Provinsi DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda Provinsi DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjaprov.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjaprov.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta

Pada tanggal 27 Juni 2012

A.n Sekretaris Daerah

Asisten Perekonomian dan Pembangunan

Ub

Kepala Biro Administrasi Pembangunan



Tembusan :

1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Bupati Gunung Kidul cq KPPTSP
3. Ka. Dinas Pendidikan, Pemuda & OR Prov. DIY
4. Wakil Dekan I Fak. Bahasa & Seni UNY
5. Yang Bersangkutan



PEMERINTAH KABUPATEN GUNUNGKIDUL
DINAS PENDIDIKAN, PEMUDA, DAN OLAHRAGA
SMP NEGERI 4 WONOSARI

Piyaman, Wonosari, Gunungkidul 55851, Telepon 392776

SURAT IJIN PENELITIAN
NOMOR : 421/91

Yang bertanda tangan di bawah ini :

Nama : R. DANANG SOETANDYO, S.Pd.
NIP : 19650406 199412 1 001
Jabatan : Kepala Sekolah
Unit Kerja : SMP Negeri 4 Wonosari

Mengijinkan mahasiswa di bawah ini :

Nama : WIRANTI YULIANINGRUM
NIM : 07202244005
Program studi : Pendidikan Bahasa Inggris UNY

Mengadakan penelitian untuk bahan membuat skripsi waktu pelaksanaan bulan Juli s.d. September 2012 dengan judul : "IMPROVING THE USE OF L2 LEARNERS IN ENGLISH CLASSROOM BY USING COMMUNICATIVE TASKS AT ENGLISH GRADE STUDENTS IN STATE JUNIOR HIGH SCHOOL 4 WONOSARI"

Surat ijin ini kami buat untuk dapat dipergunakan sebagaimana mestinya.



Wonosari, 9 Juli 2012
Kepala Sekolah,

R. Danang Soetandyo, S.Pd.
Pangkat : Pembina, Gol. IV/a
NIP 19650406 199412 1 001



PEMERINTAH KABUPATEN GUNUNGKIDUL

KANTOR PENANAMAN MODAL DAN PELAYANAN TERPADU

Alamat : Jalan Brigien Katamso No. 1 Tlb (0274) 391942 Wonosari 55812

SURAT KETERANGAN / IJIN

Nomor : 413/KPTS/V/2012

- Membaca : Surat dari Setda provinsi DIY, Nomor : 070/6207/V/7/2012 Tanggal 27 Juni 2012, hal : Izin Penelitian
- Mengingat : 1. Keputusan Menteri dalam Negeri Nomor 9 Tahun 1983 tentang Pedoman Pendataan Sumber dan Potensi Daerah;
2. Keputusan Menteri dalam Negeri Nomor 61 Tahun 1983 tentang Pedoman Penyelenggaraan Pelaksanaan Penelitian dan Pengembangan di lingkungan Departemen Dalam Negeri;
3. Surat Keputusan Gubernur Daerah Istimewa Yogyakarta Nomor 38/12/2004 tentang Pemberian Izin Penelitian di Provinsi Daerah Istimewa Yogyakarta;
- Dijijinkan kepada :
Nama : WIRANTI YULIANINGRUM NIM. 07202244005
Fakultas/Instansi : Fakultas Bahasa dan Seni UNY
Alamat Instansi : Karangmalang, Yogyakarta
Alamat Rumah : Waringinsari 2 No 21a Condongcatur, Sleman, Yogyakarta.
Keperluan : Ijin Penelitian dengan judul "IMPROVING THE USE OF L2 AMONG L2 LEARNERS IN ENGLISH CLASSROOM BY USING COMMUNICATIVE TASKS AT EIGHT GRADE STUDENTS IN STATE JUNIOR HIGH SCHOOL 4 WONOSARI"
- Lokasi Penelitian : SMP N 4 WONOSARI YOGYAKARTA
Dosen Pembimbing : Dr. Agus Widyanoro, M.Pd. Dan Sudiyono, S.Pd., M.A.
Waktunya : Tanggal 20 Juli 2012 s.d. 30 September 2012
Dengan ketentuan :
1. Terlebih dahulu memenuhi/melaporkan diri kepada Pejabat setempat (Camat, Lurah/Kepala Desa, Kepala Instansi) untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan yang berlaku setempat
3. Wajib memberi laporan hasil penelitiannya kepada Bupati Gunungkidul (cq. BAPPEDA Kabupaten Gunungkidul).
4. Ijin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintah dan hanya diperlukan untuk keperluan ilmiah.
5. Surat ijin ini dapat diajukan lagi untuk mendapat perpanjangan bila diperlukan.
6. Surat ijin ini dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan tersebut diatas.
- Kemudian kepada para Pejabat Pemerintah setempat diharapkan dapat memberikan bantuan seperlunya.

Dikeluarkan di : Wonosari
Pada Tanggal : 09 Juli 2012



Tembusan disampaikan kepada Yth.

1. Bupati Gunungkidul (sebagai laporan);
2. Kepala BAPPEDA Kab. Gunungkidul;
3. Kepala Kantor Kesbangpol Kab. Gunungkidul;
4. Kepala Dinas Pendidikan Pemuda dan Olah Raga Kab. Gunungkidul;
5. Kepala SMP N 4 Wonosari, Kabupaten Gunungkidul;
6. Arsip.